

# Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

## Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 2

### Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

#### Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>

INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MN.2.10.	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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### WEEK 32 P. 297 - 303 IN PDF

## Minnesota Academic Standards

### Language Arts

**Grade 2 - Adopted: 2010**

CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>

INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>

INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MN.2.10.	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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### Week 01: Pre-Writing, p. 33-39

## Minnesota Academic Standards

### Language Arts

**Grade 2 - Adopted: 2010**

CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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Performance Indicator / Domain Component		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
Performance Indicator / Domain Component		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.

Week 02: Pre-Writing, p. 41-47

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

<b>INDICATORS OF PROGRESS</b>	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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<b>INDICATORS OF PROGRESS</b>	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
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<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	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 on page 38 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

# Minnesota Academic Standards

## Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>2.3.0.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>2.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>2.8.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>2.8.2.2.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Vocabulary Acquisition and Use</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6. 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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Week 04: Unit 1 Note Making and Outlines, p. 59-65

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Key Ideas and Details</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.3.3. Describe how characters in a story respond to major events and challenges.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Craft and Structure</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.4.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Integration of Knowledge and Ideas</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.7.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2. Reading Benchmarks: Informational Text K-5</b>
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Performance Indicator / Domain Component		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
Performance Indicator / Domain Component		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Conventions of Standard English</b>	
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Vocabulary Acquisition and Use</b>	
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

Week 05: Unit 1 Note Making and Outlines, p. 67-73

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Key Ideas and Details</b>	
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATORS OF PROGRESS	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>

INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
INDICATORS OF PROGRESS / STRAND	2.1.9.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.
CONTENT STANDARD / DOMAIN	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / DOMAIN	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
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INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / DOMAIN	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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CONTENT STANDARD / DOMAIN	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.c	Use reflexive pronouns (e.g., myself, ourselves).
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>
INDICATORS OF PROGRESS	2.10.4.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 07: Unit 2 Summarizing from Notes, p. 85-91

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
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Performance Indicator / Domain Component	Range of Reading and Level of Text Complexity	
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
Performance Indicator / Domain Component		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.c	Use reflexive pronouns (e.g., myself, ourselves).
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>
INDICATORS OF PROGRESS	2.10.4.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 08: Unit 2 Summarizing from Notes, p.93-99

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
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Performance Indicator / Domain Component	Range of Reading and Level of Text Complexity	
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
Performance Indicator / Domain Component		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

Week 09: Unit 2 Summarizing from Notes, p.101-107

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.4.4.	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.
INDICATORS OF PROGRESS	2.10.4.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6.	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).

Week 10: Unit 2 Summarizing from Notes, p.109-115

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>

INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Phonics and Word Recognition</b>
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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CONTENT STANDARD / DOMAIN	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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CONTENT STANDARD / DOMAIN	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

INDICATORS OF PROGRESS	2.8.1.1.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).
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INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / DOMAIN	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	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.
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

Week 11: Unit 2 Summarizing from Notes, p.117-123

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>

INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>

Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
Performance Indicator / Domain Component		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>

INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 12: Unit 2 Summarizing from Notes, p.125-131

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
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Performance Indicator / Domain Component	Range of Reading and Level of Text Complexity	
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
Performance Indicator / Domain Component		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / DOMAIN	MN.2.10.	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 2.10.1.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN MN.2.10. Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 2.10.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / DOMAIN MN.2.10. Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	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.

INDICATORS OF PROGRESS 2.10.4.4. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / DOMAIN MN.2.10. Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>

INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Range of Reading and Level of Text Complexity</b>	
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Phonics and Word Recognition</b>	
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Production and Distribution of Writing</b>	
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Comprehension and Collaboration</b>	
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATORS OF PROGRESS	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>

INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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**Week 14: Unit 3 Retelling Narrative Stories, p.145-151**

**Minnesota Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2010**

CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>

INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Phonics and Word Recognition</b>
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INDICATORS OF PROGRESS / STRAND	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>INDICATORS OF PROGRESS</b>	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.4.4.	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.
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).
Week 15: Unit 3 Retelling Narrative Stories, p. 153-159		
<b>Minnesota Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 2 - Adopted: 2010</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>INDICATORS OF PROGRESS</b>	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.4.4.	<b>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.</b>

<b>INDICATORS OF PROGRESS</b>	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6.	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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**Week 16: Unit 3 Retelling Narrative Stories, p.161-167**

## **Minnesota Academic Standards**

### **Language Arts**

**Grade 2 - Adopted: 2010**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>		
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).

INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATORS OF PROGRESS	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>
INDICATORS OF PROGRESS	2.10.4.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

Week 17: Unit 3 Retelling Narrative Stories, p.169-175

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1. Reading Benchmarks: Literature K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.8.4.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATORS OF PROGRESS	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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**Week 18: Unit 3 Retelling Narrative Stories, p. 177-183**

**Minnesota Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2010**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Phonics and Word Recognition</b>
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	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.
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).
<b>Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193</b>		
<b>Minnesota Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 2 - Adopted: 2010</b>		
CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>

INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>INDICATORS OF PROGRESS</b>	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>INDICATORS OF PROGRESS</b>	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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<b>INDICATORS OF PROGRESS</b>	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>INDICATORS OF PROGRESS</b>	2.10.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6.	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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Week 20: Unit 4 Summarizing a Reference, p. 195-201

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

<b>INDICATORS OF PROGRESS</b>	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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**Week 21: Unit 4 Summarizing a Reference, p. 203-209**

**Minnesota Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2010**

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	MN.2.3.	<b>Reading Benchmarks: Foundational Skills K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Phonics and Word Recognition</b>
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Text Types and Purposes</b>
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INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATORS OF PROGRESS 2.10.1.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CONTENT STANDARD / DOMAIN** **MN.2.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND 2.10.6.6. 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).

**Week 22: Unit 4 Summarizing a Reference, p. 211-217**

**Minnesota Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2010**

**CONTENT STANDARD / DOMAIN** **MN.2.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 2.1.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATORS OF PROGRESS / STRAND 2.1.3.3. Describe how characters in a story respond to major events and challenges.

**CONTENT STANDARD / DOMAIN** **MN.2.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 2.1.4.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Phonics and Word Recognition</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	2.6.8.8.	Recall information from experiences or gather information from provided sources to answer a question.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).

INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATORS OF PROGRESS	2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	<b>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.</b>
INDICATORS OF PROGRESS	2.10.4.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 23: Unit 4 Summarizing a Reference, p. 219-225

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>

INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Text Types and Purposes</b>
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INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
INDICATORS OF PROGRESS / STRAND	2.6.8.8.	Recall information from experiences or gather information from provided sources to answer a question.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>

INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MN.2.10.	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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**Week 24: Unit 4 Summarizing a Reference, p. 227-233**

**Minnesota Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2010**

CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>

INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Text Types and Purposes</b>

INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts 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.
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CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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INDICATORS OF PROGRESS	2.8.1.1.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).
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INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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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Week 26: Unit 5 Writing from Pictures, p. 247-253

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>

INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).
<b>Week 27: Unit 5 Writing from Pictures, p. 255-261</b>		
<b>Minnesota Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 2 - Adopted: 2010</b>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Key Ideas and Details</b>
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>

Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts 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.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / DOMAIN	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
Performance Indicator / Domain Component		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.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).

INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

Week 28: Unit 5 Writing from Pictures, p. 263-269

## Minnesota Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
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Performance Indicator / Domain Component		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
Content Standard / Domain	MN.2.1.	Reading Benchmarks: Literature K-5
Performance Indicator / Domain Component		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Content Standard / Domain	MN.2.1.	Reading Benchmarks: Literature K-5
Performance Indicator / Domain Component		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Content Standard / Domain	MN.2.1.	Reading Benchmarks: Literature K-5
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Content Standard / Domain	MN.2.2.	Reading Benchmarks: Informational Text K-5

Performance Indicator / Domain Component		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Content Standard / Domain	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
Content Standard / Domain	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts 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.
Content Standard / Domain	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Content Standard / Domain	MN.2.6.	<b>Writing Benchmarks K-5</b>
Performance Indicator / Domain Component		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Content Standard / Domain	MN.2.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

INDICATORS OF PROGRESS	2.8.1.1.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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>

INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>

<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	2.10.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

INDICATORS OF PROGRESS	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	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).

# Minnesota Academic Standards

## Language Arts

Grade 2 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / DOMAIN**

**MN.2.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / DOMAIN	MN.2.2.	<b>Reading Benchmarks: Informational Text K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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CONTENT STANDARD / DOMAIN	MN.2.6.	<b>Writing Benchmarks K-5</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>INDICATORS OF PROGRESS</b>	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6.	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).

# Minnesota Academic Standards

## Language Arts

Grade 2 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.

**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**CONTENT STANDARD / DOMAIN**

**MN.2.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.1.10.10.	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD / DOMAIN**

**MN.2.2. Reading Benchmarks: Informational Text K-5**

Performance Indicator / Domain Component		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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Content Standard / Domain	MN.2.2.	Reading Benchmarks: Informational Text K-5
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Performance Indicator / Domain Component		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
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Content Standard / Domain	MN.2.6.	Writing Benchmarks K-5
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Performance Indicator / Domain Component		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	2.6.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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Content Standard / Domain	MN.2.6.	Writing Benchmarks K-5
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Performance Indicator / Domain Component		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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Content Standard / Domain	MN.2.6.	Writing Benchmarks K-5
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Performance Indicator / Domain Component		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND	2.6.7.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

<b>INDICATORS OF PROGRESS</b>	2.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>INDICATORS OF PROGRESS</b>	2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.2.10.</b>	<b>Language Benchmarks K-5</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	2.10.6.6.	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).