

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Montana Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WEEK 32 P. 297 - 303 IN PDF

Montana Content Standards

Language Arts

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
-------------------------------------	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
-----------------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	---

CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
-------------------------------------	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 01: Pre-Writing, p. 33-39

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
----------------------------------	--------------------	---------------------------

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
-------------	----------	--

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures including American Indian authors or cultures.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
----------------------	--	------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Key Ideas and Details
----------------------	--	-----------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	--

CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Phonics and Word Recognition
----------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------------------	---------	--

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Fluency
----------------------	--	---------

GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------------------	---------	---

EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
-------------	-----------	---

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 04: Unit 1 Note Making and Outlines, p. 59-65

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
--	----------------	---

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MT.CC.SL.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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 **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------------	--------	--

EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
-------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
-------------------------------------	--------	--

EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
-------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
-------------------------------------	--------	---

EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
-------------	----------	---

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
-------------------------------------	--------	---

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.5. Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures including American Indian authors or cultures.

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI.2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RF.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.SL.2.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
---	--------	---

Week 07: Unit 2 Summarizing from Notes, p. 85-91

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.RF.2.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
-----------------------------	--	-------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------------------	---------	---

EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
-------------	-----------	--

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.SL.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	--

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.SL.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
-------------	----------	--

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
---	--------	---

Week 08: Unit 2 Summarizing from Notes, p.93-99

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
---	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
-------------	-----------	--

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
----------------------------------	--------------------	---------------------------

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
-------------	----------	--

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
----------------------------------	--------------------	---------------------------

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
-------------------------------------	--------	---

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

CONTENT STANDARD / DOMAIN **MT.CC.W.2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
-------------------------------------	--------	---

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	---

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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 **MT.CC.L.2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------------	--------	--

EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
-------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.L.2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
-------------------------------------	--------	---

EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
----------------------	--	-----------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.R F.2.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
-------------	-----------	--

EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
-------------	-----------	---

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
-------------------------------------	--------	---

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 12: Unit 2 Summarizing from Notes, p.125-131

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	---

CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Phonics and Word Recognition
----------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------------------	---------	--

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	---

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
----------------------------------	--------------------	---------------------------

BENCHMARK / STANDARD		Conventions of Standard English
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------------	--------	--

EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
-----------------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
-----------------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.R F.2.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
-----------------------------	--	-------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L.2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L.2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 16: Unit 3 Retelling Narrative Stories, p.161-167

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
----------------------	--	-----------------------

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
----------------------	--	---------------------

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
-------------	----------	--

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
----------------------------------	--------------------	---------------------------

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
-------------	----------	--

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
----------------------------------	--------------------	---------------------------

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
-------------------------------------	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
----------------------------------	---------------------	---

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
-------------------------------------	--------	---

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	---

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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 **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
----------------------	--	-------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
-------------------------------------	--------	--

EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
-------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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 **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.2.d. Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
----------------------	--	-------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
-------------------------------------	--------	---

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
-------------------------------------	--------	---

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	---

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
----------------------	--	------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
----------------------	--	-----------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.R F.2.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
----------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
-------------------------------------	---------	--

EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
-------------	-----------	--

EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
-------------	-----------	---

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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 **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
--	---------------	---

EXPECTATION L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**CONTENT
STANDARD /
DOMAIN** **MT.CC.L.
2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

**CONTENT
STANDARD /
DOMAIN** **MT.CC.L.
2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

EXPECTATION L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**CONTENT
STANDARD /
DOMAIN** **MT.CC.L.
2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

**CONTENT
STANDARD /
DOMAIN** **MT.CC.R
L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
---------------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
----------------------	--	-------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
-------------------------------------	--------	---

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
-------------------------------------	--------	---

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	---

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 24: Unit 4 Summarizing a Reference, p. 227-233

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
----------------------	--	------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
----------------------	--	-----------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
-------------------------------------	----------	--

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
----------------------	--	-------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
-------------------------------------	--------	---

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
-----------------------------	--	------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
-------------------------------------	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
-------------------------------------	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
-----------------------------	--	----------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
-------------------------------------	---------	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
-----------------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.5. Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 27: Unit 5 Writing from Pictures, p. 255-261

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
----------------------	--	-------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
----------------------	--	--

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
-------------------------------------	--------	---

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
-------------------------------------	--------	---

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
-------------------------------------	--------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-------------------------------------	---------	---

EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
-------------	-----------	---

EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
-------------	-----------	--

EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
-------------	-----------	--

CONTENT STANDARD / DOMAIN **MT.CC.S L.2.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
----------------------	--	---------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
---	--------	---

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

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MT.CC.R L.2.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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 **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

GRADE LEVEL EXPECTATION / BENCHMARK RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN **MT.CC.RI .2.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD **Text Types and Purposes**

GRADE LEVEL EXPECTATION / BENCHMARK W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CONTENT STANDARD / DOMAIN **MT.CC.W .2.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W.2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L.2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN **MT.CC.L. 2.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
-------------------------------------	--------	---

Week 30: Unit 7 Inventive Writing, p. 281-287

Montana Content Standards

Language Arts

Grade 2 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Key Ideas and Details
----------------------	--	-----------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.
-------------------------------------	---------	--

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Craft and Structure
----------------------	--	---------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
-------------------------------------	---------	---

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
----------------------	--	------------------------------------

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-------------------------------------	---------	--

CONTENT STANDARD / DOMAIN **MT.CC.R L.2.** **Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
----------------------	--	---

GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MT.CC.W .2.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.

GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.2.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.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	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN	MT.CC.L. 2.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).