

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

Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts

Grade: 2

## Classroom Supplement and Lesson Plans, Second Grade

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### Oregon Academic Content Standards

#### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION /  
BENCHMARK

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION /  
BENCHMARK

2.RL.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

EXPECTATION /  
BENCHMARK

2.RL.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION /  
BENCHMARK

2.RL.3.

Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION /  
BENCHMARK

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION

2.W.2a.

Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

EXPECTATION

2.W.2b.

Develop the topic with facts, definitions, and details.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION      2.W.3d.      Provide a sense of closure.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK      2.W.5.      With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK      CCRA.S L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK      2.SL.1.      **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

EXPECTATION      2.SL.1a.      Follow agreed-upon rules for discussions.

EXPECTATION      2.SL.1b.      Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION      2.SL.1c.      Ask for clarification and further explanation as needed about the topics and texts under discussion.

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**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK      CCRA.R. 3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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EXPECTATION	2.W.2b.	Develop the topic with facts, definitions, and details.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	2.W.3d.	Provide a sense of closure.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	

<b>CONTENT STANDARD / PROFICIENCY</b>		Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration
<b>EXPECTATION / BENCHMARK</b>	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
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EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonological Awareness
EXPECTATION / BENCHMARK	2.RF.2.	Demonstrate command of spoken words in familiar two and three-syllable words.

EXPECTATION 2.RF.2b. Substitute and delete parts of blends in the final position in one-syllable words.

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 2.RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	2.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION 2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / BENCHMARK	2.L.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	2.SL.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION 2.SL.1a. Follow agreed-upon rules for discussions.

EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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## Oregon Academic Content Standards

### Language Arts

#### Grade 2 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonological Awareness
EXPECTATION / BENCHMARK	2.RF.2.	Demonstrate command of spoken words in familiar two and three-syllable words.

EXPECTATION 2.RF.2b. Substitute and delete parts of blends in the final position in one-syllable words.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 2.RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION 2.RF.3b. Know spelling-sound correspondences for additional common vowel teams.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**



<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK      2.W.2.      Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK      2.L.1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION      2.L.1b.      Form and use frequently occurring irregular plural nouns.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION      2.L.4d.      Use knowledge of the meaning of individual words to predict the meaning of compound words.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION /  
BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION /  
BENCHMARK      CCRA.S  
L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
EXPECTATION / BENCHMARK	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

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## Oregon Academic Content Standards

### Language Arts

#### Grade 2 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonological Awareness</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.2.</b>	<b>Demonstrate command of spoken words in familiar two and three-syllable words.</b>
EXPECTATION	2.RF.2b.	Substitute and delete parts of blends in the final position in one-syllable words.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Fluency</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

EXPECTATION      2.RF.4b.      Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      CCRA.R.  
3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      2.RL.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION /  
BENCHMARK      2.RL.3.      Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK      2.RL.4.      Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      2.L.1b.      Form and use frequently occurring irregular plural nouns.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION /  
BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**





**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK      CCRA.W.  
5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	2.L.1b.	Form and use frequently occurring irregular plural nouns.
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EXPECTATION	2.L.1d.	Form and use the past tense of frequently occurring irregular verbs.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Speaking and Listening	
<b>BENCHMARK / STRAND</b>	Comprehension and Collaboration	
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Foundational Skills	
<b>BENCHMARK / STRAND</b>	Phonological Awareness	
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.2.</b>	<b>Demonstrate command of spoken words in familiar two and three-syllable words.</b>
EXPECTATION	2.RF.2b.	Substitute and delete parts of blends in the final position in one-syllable words.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Foundational Skills	
<b>BENCHMARK / STRAND</b>	Phonics and Word Recognition	
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK

2.RL.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION /  
BENCHMARK

2.RL.3.

Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK

2.RL.4.

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK

2.RL.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	2.W.2.	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	2.L.1b.	Form and use frequently occurring irregular plural nouns.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	2.L.2c.	Use an apostrophe to form contractions and frequently occurring possessives.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.

EXPECTATION	2.L.4d.	Use knowledge of the meaning of individual words to predict the meaning of compound words.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Language	
<b>BENCHMARK / STRAND</b>	Vocabulary Acquisition and Use	

EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	College and Career Readiness Anchor Standards for Speaking and Listening	
<b>BENCHMARK / STRAND</b>	Comprehension and Collaboration	

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Speaking and Listening	
<b>BENCHMARK / STRAND</b>	Comprehension and Collaboration	

EXPECTATION / BENCHMARK	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	2.L.1b.	Form and use frequently occurring irregular plural nouns.
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EXPECTATION	2.L.1c.	Use reflexive pronouns.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**



EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**                      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.

**STANDARD / CONTENT AREA**                      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / BENCHMARK</b>	<b>CCRA.R. 2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>EXPECTATION / BENCHMARK</b>	<b>CCRA.R. 3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

**STANDARD / CONTENT AREA**                      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RL.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>

EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	2.W.2.	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	2.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	2.L.1b.	Form and use frequently occurring irregular plural nouns.
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EXPECTATION	2.L.1c.	Use reflexive pronouns.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION 2.L.4c. Use a known root word as a clue to the meaning of an unknown word with the same root.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK 2.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION 2.SL.1a. Follow agreed-upon rules for discussions.



**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK      2.RL.4.      Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK      CCRA.S L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION      2.SL.1a.      Follow agreed-upon rules for discussions.

EXPECTATION      2.SL.1b.      Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION      2.SL.1c.      Ask for clarification and further explanation as needed about the topics and texts under discussion.

# Oregon Academic Content Standards

## Language Arts

Grade 2 - Adopted: 2019/Effective 2021

### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonological Awareness
EXPECTATION / BENCHMARK	2.RF.2.	Demonstrate command of spoken words in familiar two and three-syllable words.

EXPECTATION 2.RF.2b. Substitute and delete parts of blends in the final position in one-syllable words.

### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonics and Word Recognition
EXPECTATION / BENCHMARK	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 2.RF.3b. Know spelling-sound correspondences for additional common vowel teams.

### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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EXPECTATION / BENCHMARK	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	2.L.1b.	Form and use frequently occurring irregular plural nouns.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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Week 10: Unit 2 Summarizing from Notes, p.109-115

**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Foundational Skills
<b>BENCHMARK / STRAND</b>		Phonics and Word Recognition
<b>EXPECTATION / BENCHMARK</b>	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Reading
<b>BENCHMARK / STRAND</b>		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
<b>BENCHMARK / STRAND</b>		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**



<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION 2.L.4c. Use a known root word as a clue to the meaning of an unknown word with the same root.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK 2.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION 2.SL.1a. Follow agreed-upon rules for discussions.



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	2.W.2.	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
EXPECTATION / BENCHMARK	2.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	2.L.1b.	Form and use frequently occurring irregular plural nouns.
EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.

EXPECTATION 2.L.4c. Use a known root word as a clue to the meaning of an unknown word with the same root.

EXPECTATION 2.L.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
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EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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Week 12: Unit 2 Summarizing from Notes, p.125-131

**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION      2.L.2c.      Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION

2.W.2a.

Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK

2.W.5.

With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION /  
BENCHMARK

CCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION 2.L.1b. Form and use frequently occurring irregular plural nouns.

EXPECTATION 2.L.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION 2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION 2.L.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	College and Career Readiness Anchor Standards for Speaking and Listening	
<b>BENCHMARK / STRAND</b>	Comprehension and Collaboration	

EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Speaking and Listening	
<b>BENCHMARK / STRAND</b>	Comprehension and Collaboration	
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Foundational Skills	
<b>BENCHMARK / STRAND</b>	Phonics and Word Recognition	
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      CCRA.R.  
3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      2.RL.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION /  
BENCHMARK      2.RL.3.      Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK      2.RL.4.      Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK      CCRA.S L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION      2.SL.1a.      Follow agreed-upon rules for discussions.

EXPECTATION      2.SL.1b.      Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION      2.SL.1c.      Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonological Awareness</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.2.</b>	<b>Demonstrate command of spoken words in familiar two and three-syllable words.</b>

EXPECTATION 2.RF.2b. Substitute and delete parts of blends in the final position in one-syllable words.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION 2.RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION 2.RF.3b. Know spelling-sound correspondences for additional common vowel teams.

EXPECTATION 2.RF.3d. Decode words with grade-appropriate prefixes and suffixes.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.

EXPECTATION      2.L.4c.      Use a known root word as a clue to the meaning of an unknown word with the same root.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use

EXPECTATION /  
BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
EXPECTATION / BENCHMARK	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**



EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	2.W.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	2.W.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / BENCHMARK	CCRA.L. 5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 2.L.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION 2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION 2.L.4c. Use a known root word as a clue to the meaning of an unknown word with the same root.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</b>

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	2.SL.1a.	Follow agreed-upon rules for discussions.
<b>EXPECTATION</b>	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION</b>	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards****Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>EXPECTATION</b>	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**



EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION      2.W.3a.      Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION      2.W.3b.      Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK      2.W.5.      With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK      CCRA.L.4.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION 2.L.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION 2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION 2.L.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</b>

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	2.SL.1a.	Follow agreed-upon rules for discussions.
<b>EXPECTATION</b>	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION</b>	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / BENCHMARK</b>	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
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<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
EXPECTATION	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION      2.W.3a.      Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION      2.W.3b.      Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      2.W.5.      With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK      CCRA.L.4.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>
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EXPECTATION      2.L.4c.      Use a known root word as a clue to the meaning of an unknown word with the same root.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	2.SL.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	2.SL.1a.	Follow agreed-upon rules for discussions.
<b>EXPECTATION</b>	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION</b>	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	2.RF.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>EXPECTATION</b>	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**



EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      2.W.5.      With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK      CCRA.L.2.      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK      CCRA.L.4.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION      2.L.2d.      Generalize learned spelling patterns when writing words.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION /  
BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION /  
BENCHMARK      CCRA.S  
L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

**CONTENT STANDARD / PROFICIENCY**

**Reading Foundational Skills**

**BENCHMARK / STRAND**

**Phonics and Word Recognition**

**EXPECTATION / BENCHMARK**

**2.RF.3.**

**Know and apply grade-level phonics and word analysis skills in decoding words.**

EXPECTATION

2.RF.3b.

Know spelling-sound correspondences for additional common vowel teams.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

**CONTENT STANDARD / PROFICIENCY**

**College and Career Readiness Anchor Standards for Reading**

**BENCHMARK / STRAND**

**Key Ideas and Details**

EXPECTATION / BENCHMARK

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

**CONTENT STANDARD / PROFICIENCY**

**Reading Literature**

**BENCHMARK / STRAND**

**Key Ideas and Details**

EXPECTATION / BENCHMARK

2.RL.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	2.W.2.	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	2.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	2.W.3d.	Provide a sense of closure.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
<b>EXPECTATION / BENCHMARK</b>	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	2.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	2.L.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
EXPECTATION / BENCHMARK	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	2.W.2.	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	2.W.3d.	Provide a sense of closure.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK      CCRA.S L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK      2.SL.1.      Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION      2.SL.1a.      Follow agreed-upon rules for discussions.

EXPECTATION      2.SL.1b.      Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION      2.SL.1c.      Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Phonological Awareness
EXPECTATION / BENCHMARK	2.RF.2.	Demonstrate command of spoken words in familiar two and three-syllable words.

EXPECTATION	2.RF.2b.	Substitute and delete parts of blends in the final position in one-syllable words.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Foundational Skills</b>
<b>BENCHMARK / STRAND</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

EXPECTATION	2.RF.3a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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EXPECTATION	2.RF.3b.	Know spelling-sound correspondences for additional common vowel teams.
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EXPECTATION	2.RF.3d.	Decode words with grade-appropriate prefixes and suffixes.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	2.W.3d.	Provide a sense of closure.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	<b>Writing</b>	
<b>BENCHMARK / STRAND</b>	<b>Production and Distribution of Writing</b>	

EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	<b>Writing</b>	
<b>BENCHMARK / STRAND</b>	<b>Research to Build and Present Knowledge</b>	

EXPECTATION / BENCHMARK	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>BENCHMARK / STRAND</b>	<b>Vocabulary Acquisition and Use</b>	

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	<b>Language</b>	
<b>BENCHMARK / STRAND</b>	<b>Conventions of Standard English</b>	

EXPECTATION / BENCHMARK	2.L.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION 2.L.2c. Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</b>

EXPECTATION 2.L.4c. Use a known root word as a clue to the meaning of an unknown word with the same root.

EXPECTATION 2.L.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK 2.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA** Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD / CONTENT AREA** Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / BENCHMARK 2.RL.3. Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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EXPECTATION /  
BENCHMARK      2.RL.4.      Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION /  
BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION /  
BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION /  
BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION      2.W.3d.      Provide a sense of closure.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      2.W.5.      With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK      2.W.8.      Recall information from experiences or gather information from provided sources to answer a question.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK      CCRA.S L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

**EXPECTATION / BENCHMARK**      **2.SL.1.**      **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

EXPECTATION      2.SL.1a.      Follow agreed-upon rules for discussions.

EXPECTATION      2.SL.1b.      Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION      2.SL.1c.      Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Reading
<b>BENCHMARK / STRAND</b>		Key Ideas and Details

EXPECTATION /  
BENCHMARK

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
<b>BENCHMARK / STRAND</b>		Key Ideas and Details

EXPECTATION /  
BENCHMARK

2.RL.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION /  
BENCHMARK

2.RL.3.

Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
<b>BENCHMARK / STRAND</b>		Craft and Structure

EXPECTATION /  
BENCHMARK

2.RL.4.

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
<b>BENCHMARK / STRAND</b>		Integration of Knowledge and Ideas

EXPECTATION /  
BENCHMARK

2.RL.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Reading Literature
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK      CCRA.W.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION      2.W.2a.      Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION      2.W.3d.      Provide a sense of closure.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      2.W.5.      With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK      CCRA.L. 4.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>



EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	College and Career Readiness Anchor Standards for Reading	
<b>BENCHMARK / STRAND</b>	Key Ideas and Details	

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Literature	
<b>BENCHMARK / STRAND</b>	Key Ideas and Details	

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Literature	
<b>BENCHMARK / STRAND</b>	Craft and Structure	

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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EXPECTATION / BENCHMARK	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
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<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / BENCHMARK      2.RI.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / CONTENT AREA**      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK      CCRA.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
<b>EXPECTATION / BENCHMARK</b>	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	2.W.2.	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
<b>EXPECTATION</b>	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	2.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
<b>EXPECTATION</b>	2.W.3d.	Provide a sense of closure.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
<b>EXPECTATION / BENCHMARK</b>	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION 2.L.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK 2.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>

EXPECTATION 2.SL.1a. Follow agreed-upon rules for discussions.

EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Week 26: Unit 5 Writing from Pictures, p. 247-253

**Oregon Academic Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2019/Effective 2021**

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	College and Career Readiness Anchor Standards for Reading	
<b>BENCHMARK / STRAND</b>	Key Ideas and Details	
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Literature	
<b>BENCHMARK / STRAND</b>	Key Ideas and Details	
EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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<b>STANDARD / CONTENT AREA</b>	<b>Oregon English Language Arts and Literacy Standards</b>	
<b>CONTENT STANDARD / PROFICIENCY</b>	Reading Literature	
<b>BENCHMARK / STRAND</b>	Craft and Structure	
EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

EXPECTATION / BENCHMARK	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK

2.RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK

2.RL.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK

2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK

2.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	2.W.3d.	Provide a sense of closure.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION 2.L.1d. Form and use the past tense of frequently occurring irregular verbs.

EXPECTATION 2.L.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

EXPECTATION 2.L.5b. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK 2.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

EXPECTATION / BENCHMARK CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>

<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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EXPECTATION / BENCHMARK	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / CONTENT AREA</b>		
<b>Oregon English Language Arts and Literacy Standards</b>		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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EXPECTATION	2.W.3d.	Provide a sense of closure.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	2.L.1d.	Form and use the past tense of frequently occurring irregular verbs.
EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

## Oregon Academic Content Standards

### Language Arts

Grade 2 - Adopted: 2019/Effective 2021

#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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#### STANDARD / CONTENT AREA

#### Oregon English Language Arts and Literacy Standards

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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EXPECTATION / BENCHMARK	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION /  
BENCHMARK

CCRA.W.  
10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.2.</b>	<b>Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION

2.W.2a.

Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

EXPECTATION

2.W.3d.

Provide a sense of closure.

**STANDARD /  
CONTENT  
AREA****Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	2.L.1d.	Form and use the past tense of frequently occurring irregular verbs.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
EXPECTATION / BENCHMARK	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION /  
BENCHMARK      2.RL.4.      Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION /  
BENCHMARK      2.RL.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION /  
BENCHMARK      2.RL.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION /  
BENCHMARK      2.RI.1.      Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

EXPECTATION /  
BENCHMARK      2.RI.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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EXPECTATION	2.W.2b.	Develop the topic with facts, definitions, and details.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	2.W.3d.	Provide a sense of closure.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	2.L.1e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	2.L.5b.	Distinguish shades of meaning among closely related verbs and closely related adjectives.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / BENCHMARK	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / BENCHMARK	2.SL.1.	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

**Oregon Academic Content Standards**

**Language Arts**

Grade 2 - Adopted: 2019/Effective 2021

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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EXPECTATION / BENCHMARK	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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EXPECTATION / BENCHMARK	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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EXPECTATION / BENCHMARK	2.RL.3.	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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EXPECTATION / BENCHMARK	2.RL.4.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / BENCHMARK	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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EXPECTATION / BENCHMARK	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.2.	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	2.W.2a.	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
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EXPECTATION	2.W.2b.	Develop the topic with facts, definitions, and details.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	2.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	2.W.3d.	Provide a sense of closure.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	2.W.5.	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION      2.L.1e.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION      2.L.5b.      Distinguish shades of meaning among closely related verbs and closely related adjectives.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use

EXPECTATION /  
BENCHMARK      2.L.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration

EXPECTATION /  
BENCHMARK      CCRA.S  
L.1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
<b>EXPECTATION / BENCHMARK</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
EXPECTATION	2.SL.1a.	Follow agreed-upon rules for discussions.
EXPECTATION	2.SL.1b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.