

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

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 2

## Classroom Supplement and Lesson Plans, Second Grade

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### South Dakota Content Standards

#### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**         **Key Ideas and Details**  
**NCHMARK**

STANDARD     SD.CCR     Analyze how and why individuals, events, and ideas develop and interact over the course of a  
A.R.3.     text.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**         **Range of Reading and Level of Text Complexity**  
**NCHMARK**

STANDARD     SD.CCR     Read and comprehend complex literary and informational texts independently and proficiently.  
A.R.10.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**         **Production and Distribution of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Produce clear and coherent writing in which the development, organization, and style are  
A.W.4.     appropriate to task, purpose, and audience.

STANDARD     SD.CCR     Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.     approach.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**         **Range of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.     time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details

STANDARD	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
SUPPORTING SKILLS	2.W.2.b.	Use facts and definitions to develop points.
SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

SUPPORTING SKILLS      2.L.1.f.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND      SD.2.L.      Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD      2.L.6.      Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND      SD.CCRA .R.      College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD      SD.CCR A.R.3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND      SD.CCRA .R.      College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD      SD.CCR A.R.10.      Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD      SD.CCR A.W.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD      SD.CCR A.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
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STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>

STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
SUPPORTING SKILLS	2.W.2.b.	Use facts and definitions to develop points.
SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**      **SD.CCRA .R.**      **College and Career Readiness Anchor Standards for Reading**

**INDICATOR/BE NCHMARK**  | **Key Ideas and Details** |

STANDARD      SD.CCR A.R.3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND**      **SD.CCRA .R.**      **College and Career Readiness Anchor Standards for Reading**

**INDICATOR/BE NCHMARK**  | **Range of Reading and Level of Text Complexity** |

STANDARD      SD.CCR A.R.10.      Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND**      **SD.CCRA .SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

**INDICATOR/BE NCHMARK**  | **Comprehension and Collaboration** |

STANDARD      SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.

SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	2.SL.5.	Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
SUPPORTING SKILLS	2.L.2.c.	Use an apostrophe to form contractions and singular possessives.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details

STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD	2.RL.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND**    **SD.2.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD    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.)

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS    2.L.1.a.    Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

SUPPORTING SKILLS    2.L.1.g.    Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
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SUPPORTING SKILLS    2.L.4.d.    Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND**    **SD.CCRA .R.**    **College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD    SD.CCRA A.R.3.    Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND**    **SD.CCRA .R.**    **College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD    SD.CCRA A.R.10.    Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**     **Production and Distribution of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.     approach.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**     **Range of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.     time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**     **Comprehension and Collaboration**  
**NCHMARK**

STANDARD     SD.CCR     Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.     partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD     SD.CCR     Integrate and evaluate information presented in diverse media and formats, including visually,  
A.SL.2.     quantitatively, and orally.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**     **Conventions of Standard English**  
**NCHMARK**

STANDARD     SD.CCR     Demonstrate command of the conventions of standard English capitalization, punctuation, and  
A.L.2.     spelling when writing.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**     **Knowledge of Language**  
**NCHMARK**

STANDARD     SD.CCR     Apply knowledge of language to understand how language functions in different contexts, to make  
A.L.3.     effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**     **Vocabulary Acquisition and Use**  
**NCHMARK**

STANDARD     SD.CCR     Acquire and use accurately a range of general academic and domain-specific words and phrases  
A.L.6.     sufficient for reading, writing, speaking, and listening at the college and career readiness level;  
demonstrate independence in gathering vocabulary knowledge when encountering an unknown  
term important to comprehension or expression.

**GOAL/STRAND**     **SD.2.RL.**     **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	2.RL.6	Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Fluency
<b>STANDARD</b>	<b>2.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
SUPPORTING SKILLS	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>

SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Range of Writing**  
**NCHMARK**

STANDARD    SD.CCR    Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.    time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**       **Comprehension and Collaboration**  
**NCHMARK**

STANDARD    SD.CCR    Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.    partners, building on others' ideas and expressing their own clearly and persuasively.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Conventions of Standard English**  
**NCHMARK**

STANDARD    SD.CCR    Demonstrate command of the conventions of standard English capitalization, punctuation, and  
A.L.2.    spelling when writing.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Knowledge of Language**  
**NCHMARK**

STANDARD    SD.CCR    Apply knowledge of language to understand how language functions in different contexts, to make  
A.L.3.    effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Vocabulary Acquisition and Use**  
**NCHMARK**

STANDARD    SD.CCR    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using  
A.L.4.    context clues, analyzing meaningful word parts, and consulting general and specialized reference  
materials, as appropriate.

STANDARD    SD.CCR    Acquire and use accurately a range of general academic and domain-specific words and phrases  
A.L.6.    sufficient for reading, writing, speaking, and listening at the college and career readiness level;  
demonstrate independence in gathering vocabulary knowledge when encountering an unknown  
term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**       **Key Ideas and Details**  
**NCHMARK**

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or  
moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND SD.2.RL. Reading Standards for Literature**

<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**GOAL/STRAND SD.2.RI. Reading Standards for Informational Text**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	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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**GOAL/STRAND SD.2.RF. Reading Standards: Foundational Skills**

<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
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<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
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SUPPORTING SKILLS	2.L.1.e.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD    2.L.6.    Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND**    **SD.CCRA .R.**    **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD    SD.CCR A.R.3.    Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND**    **SD.CCRA .R.**    **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD    SD.CCR A.R.10.    Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND**    **SD.CCRA .W.**    **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD    SD.CCR A.W.5.    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GOAL/STRAND**    **SD.CCRA .W.**    **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD    SD.CCR A.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.

**GOAL/STRAND**    **SD.CCRA .SL.**    **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD    SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
SUPPORTING SKILLS	2.L.2.c.	Use an apostrophe to form contractions and singular possessives.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	2.L.4.	Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.

SUPPORTING SKILLS      2.L.4.d.      Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**GOAL/STRAND      SD.2.L.      Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD      2.L.6.      Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND      SD.CCRA .R.      College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD      SD.CCR A.R.3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND      SD.CCRA .R.      College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD      SD.CCR A.R.10.      Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD      SD.CCR A.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD      SD.CCR A.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.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**    **INDICATOR/BE**    **Comprehension and Collaboration**  
**NCHMARK**    **NCHMARK**

STANDARD    SD.CCR    Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.    partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD    SD.CCR    Integrate and evaluate information presented in diverse media and formats, including visually,  
A.SL.2.    quantitatively, and orally.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**    **INDICATOR/BE**    **Conventions of Standard English**  
**NCHMARK**    **NCHMARK**

STANDARD    SD.CCR    Demonstrate command of the conventions of standard English capitalization, punctuation, and  
A.L.2.    spelling when writing.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**    **INDICATOR/BE**    **Knowledge of Language**  
**NCHMARK**    **NCHMARK**

STANDARD    SD.CCR    Apply knowledge of language to understand how language functions in different contexts, to make  
A.L.3.    effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**    **INDICATOR/BE**    **Vocabulary Acquisition and Use**  
**NCHMARK**    **NCHMARK**

STANDARD    SD.CCR    Acquire and use accurately a range of general academic and domain-specific words and phrases  
A.L.6.    sufficient for reading, writing, speaking, and listening at the college and career readiness level;  
demonstrate independence in gathering vocabulary knowledge when encountering an unknown  
term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**    **INDICATOR/BE**    **Key Ideas and Details**  
**NCHMARK**    **NCHMARK**

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or  
moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**    **INDICATOR/BE**    **Integration of Knowledge and Ideas**  
**NCHMARK**    **NCHMARK**

STANDARD    2.RL.7.    Use illustrations and words in a print or digital text to demonstrate understanding of its characters,  
setting, or plot.

**GOAL/STRAND SD.2.RI. Reading Standards for Informational Text**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	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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**GOAL/STRAND SD.2.RF. Reading Standards: Foundational Skills**

<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
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<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
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**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
SUPPORTING SKILLS	2.L.1.d.	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND SD.2.L. Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	2.L.4.	Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.

SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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**GOAL/STRAND SD.2.L. Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.
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Week 07: Unit 2 Summarizing from Notes, p. 85-91

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND SD.CCRA.W. College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.

**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD 2.SL.2. Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS 2.L.1.a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

SUPPORTING SKILLS 2.L.1.d. Use reflexive pronouns (e.g., myself, ourselves).

SUPPORTING SKILLS 2.L.1.f. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
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SUPPORTING SKILLS 2.L.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD 2.L.6. Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD SD.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**       **Range of Reading and Level of Text Complexity**  
**NCHMARK**

STANDARD       SD.CCR       Read and comprehend complex literary and informational texts independently and proficiently.  
A.R.10.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Production and Distribution of Writing**  
**NCHMARK**

STANDARD       SD.CCR       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.       approach.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Research to Build and Present Knowledge**  
**NCHMARK**

STANDARD       SD.CCR       Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A.W.9.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Range of Writing**  
**NCHMARK**

STANDARD       SD.CCR       Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.       time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**       **Comprehension and Collaboration**  
**NCHMARK**

STANDARD       SD.CCR       Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.       partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD       SD.CCR       Integrate and evaluate information presented in diverse media and formats, including visually,  
A.SL.2.       quantitatively, and orally.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Conventions of Standard English**  
**NCHMARK**

STANDARD       SD.CCR       Demonstrate command of the conventions of standard English capitalization, punctuation, and  
A.L.2.       spelling when writing.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.

**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>

SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
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SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.
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Week 09: Unit 2 Summarizing from Notes, p.101-107

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**         **Range of Reading and Level of Text Complexity**  
**NCHMARK**

STANDARD     SD.CCR     Read and comprehend complex literary and informational texts independently and proficiently.  
A.R.10.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**         **Production and Distribution of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.     approach.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**         **Research to Build and Present Knowledge**  
**NCHMARK**

STANDARD     SD.CCR     Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A.W.9.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**         **Range of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.     time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**         **Comprehension and Collaboration**  
**NCHMARK**

STANDARD     SD.CCR     Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.     partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD     SD.CCR     Integrate and evaluate information presented in diverse media and formats, including visually,  
A.SL.2.     quantitatively, and orally.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**         **Conventions of Standard English**  
**NCHMARK**

STANDARD     SD.CCR     Demonstrate command of the conventions of standard English capitalization, punctuation, and  
A.L.2.     spelling when writing.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	2.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults.

SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**GOAL/STRAND**    **SD.CCRA.L.**    **College and Career Readiness Anchor Standards for Language**

**INDICATOR/BENCHMARK**    **Knowledge of Language**

STANDARD    SD.CCR A.L.3.    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA.L.**    **College and Career Readiness Anchor Standards for Language**

**INDICATOR/BENCHMARK**    **Vocabulary Acquisition and Use**

STANDARD    SD.CCR A.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    SD.CCR A.L.6.    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

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

STANDARD    2.RL.7.    Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**GOAL/STRAND**    **SD.2.RI.**    **Reading Standards for Informational Text**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

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

**GOAL/STRAND**    **SD.2.RF.**    **Reading Standards: Foundational Skills**

**INDICATOR/BENCHMARK**    **Phonics and Word Recognitions**

**STANDARD**    **2.RF.3.**    **Know and apply grade-level phonics and word analysis skills in decoding words.**

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

**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
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SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
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SUPPORTING SKILLS	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.
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Week 11: Unit 2 Summarizing from Notes, p.117-123

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND**      **SD.CCRA**      **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**           **Key Ideas and Details**  
**NCHMARK**

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND**      **SD.CCRA**      **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**           **Range of Reading and Level of Text Complexity**  
**NCHMARK**

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND**      **SD.CCRA**      **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**           **Production and Distribution of Writing**  
**NCHMARK**

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**GOAL/STRAND**      **SD.CCRA**      **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**           **Comprehension and Collaboration**  
**NCHMARK**

STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**GOAL/STRAND**      **SD.CCRA**      **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**           **Conventions of Standard English**  
**NCHMARK**

STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Knowledge of Language**  
**NCHMARK**

STANDARD    SD.CCR    Apply knowledge of language to understand how language functions in different contexts, to make  
A.L.3.    effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Vocabulary Acquisition and Use**  
**NCHMARK**

STANDARD    SD.CCR    Acquire and use accurately a range of general academic and domain-specific words and phrases  
A.L.6.    sufficient for reading, writing, speaking, and listening at the college and career readiness level;  
demonstrate independence in gathering vocabulary knowledge when encountering an unknown  
term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**       **Key Ideas and Details**  
**NCHMARK**

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or  
moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**       **Integration of Knowledge and Ideas**  
**NCHMARK**

STANDARD    2.RL.7.    Use illustrations and words in a print or digital text to demonstrate understanding of its characters,  
setting, or plot.

**GOAL/STRAND**    **SD.2.RI.**    **Reading Standards for Informational Text**

**INDICATOR/BE**       **Key Ideas and Details**  
**NCHMARK**

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

**GOAL/STRAND**    **SD.2.RF.**    **Reading Standards: Foundational Skills**

**INDICATOR/BE**       **Phonics and Word Recognitions**  
**NCHMARK**

**STANDARD**    **2.RF.3.**    **Know and apply grade-level phonics and word analysis skills in decoding words.**

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

SUPPORTING    2.RF.3.d.    Decode words with common prefixes and suffixes.  
SKILLS

**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD 2.W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS 2.SL.1.a. Follow agreed-upon rules for discussions.

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

**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD 2.SL.2. Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS 2.L.1.a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

SUPPORTING SKILLS 2.L.1.f. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SUPPORTING SKILLS 2.L.2.c. Use an apostrophe to form contractions and singular possessives.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
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SUPPORTING SKILLS	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCRA.SL.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	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**    **CONCHMARK**    **Conventions of Standard English**

STANDARD    SD.CCR    Demonstrate command of the conventions of standard English capitalization, punctuation, and  
 A.L.2.    spelling when writing.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**    **CONCHMARK**    **Knowledge of Language**

STANDARD    SD.CCR    Apply knowledge of language to understand how language functions in different contexts, to make  
 A.L.3.    effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**    **CONCHMARK**    **Vocabulary Acquisition and Use**

STANDARD    SD.CCR    Acquire and use accurately a range of general academic and domain-specific words and phrases  
 A.L.6.    sufficient for reading, writing, speaking, and listening at the college and career readiness level;  
              demonstrate independence in gathering vocabulary knowledge when encountering an unknown  
              term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**    **CONCHMARK**    **Key Ideas and Details**

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or  
              moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BE**    **CONCHMARK**    **Integration of Knowledge and Ideas**

STANDARD    2.RL.7.    Use illustrations and words in a print or digital text to demonstrate understanding of its characters,  
              setting, or plot.

**GOAL/STRAND**    **SD.2.RF.**    **Reading Standards: Foundational Skills**

**INDICATOR/BE**    **CONCHMARK**    **Phonics and Word Recognitions**

STANDARD    2.RF.3.    Know and apply grade-level phonics and word analysis skills in decoding words.

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

**GOAL/STRAND**    **SD.2.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>

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

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

**GOAL/STRAND      SD.2.SL.      Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD      2.SL.2.      Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND      SD.2.L.      Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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**STANDARD      2.L.1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS      2.L.1.a.      Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

SUPPORTING SKILLS      2.L.1.f.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND      SD.2.L.      Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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**STANDARD      2.L.2.      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS      2.L.2.c.      Use an apostrophe to form contractions and singular possessives.

**GOAL/STRAND      SD.2.L.      Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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**STANDARD      2.L.4.      Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.**

SUPPORTING SKILLS      2.L.4.d.      Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**GOAL/STRAND      SD.2.L.      Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.
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Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND**     **SD.CCRA .R.**     **College and Career Readiness Anchor Standards for Reading**

**INDICATOR/BE NCHMARK**     **Key Ideas and Details**

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND**     **SD.CCRA .R.**     **College and Career Readiness Anchor Standards for Reading**

**INDICATOR/BE NCHMARK**     **Range of Reading and Level of Text Complexity**

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND**     **SD.CCRA .W.**     **College and Career Readiness Anchor Standards for Writing**

**INDICATOR/BE NCHMARK**     **Production and Distribution of Writing**

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**GOAL/STRAND**     **SD.CCRA .W.**     **College and Career Readiness Anchor Standards for Writing**

**INDICATOR/BE NCHMARK**     **Research to Build and Present Knowledge**

STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**GOAL/STRAND**     **SD.CCRA .W.**     **College and Career Readiness Anchor Standards for Writing**

**INDICATOR/BE NCHMARK**     **Range of Writing**

STANDARD	SD.CCR A.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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**GOAL/STRAND**     **SD.CCRA .SL.**     **College and Career Readiness Anchor Standards for Speaking and Listening**

**INDICATOR/BE NCHMARK**     **Comprehension and Collaboration**

STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
SUPPORTING SKILLS	2.L.2.c.	Use an apostrophe to form contractions and singular possessives.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	SD.CCRA.A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCRA.A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Production and Distribution of Writing**  
**NCHMARK**

STANDARD    SD.CCR    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.    approach.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Research to Build and Present Knowledge**  
**NCHMARK**

STANDARD    SD.CCR    Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A.W.9.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**       **Range of Writing**  
**NCHMARK**

STANDARD    SD.CCR    Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.    time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**       **Comprehension and Collaboration**  
**NCHMARK**

STANDARD    SD.CCR    Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.    partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD    SD.CCR    Integrate and evaluate information presented in diverse media and formats, including visually,  
A.SL.2.    quantitatively, and orally.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Conventions of Standard English**  
**NCHMARK**

STANDARD    SD.CCR    Demonstrate command of the conventions of standard English capitalization, punctuation, and  
A.L.2.    spelling when writing.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

**INDICATOR/BE**       **Knowledge of Language**  
**NCHMARK**

STANDARD    SD.CCR    Apply knowledge of language to understand how language functions in different contexts, to make  
A.L.3.    effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration

<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
SUPPORTING SKILLS	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Reading**  
**.R.**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Reading**  
**.R.**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.CCR A.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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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Language**  
**.L.**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
SUPPORTING SKILLS	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>

STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
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STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
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**GOAL/STRAND SD.2.RL. Reading Standards for Literature**

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**GOAL/STRAND SD.2.RI. Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	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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**GOAL/STRAND SD.2.RF. Reading Standards: Foundational Skills**

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
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**GOAL/STRAND SD.2.W. Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	2.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults.
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SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
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**GOAL/STRAND**    **SD.2.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD      2.SL.2.      Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS      2.L.1.a.      Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.

SUPPORTING SKILLS      2.L.1.f.      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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SUPPORTING SKILLS      2.L.2.c.      Use an apostrophe to form contractions and singular possessives.

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
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SUPPORTING SKILLS      2.L.4.c.      Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and subtle differences in word meanings.</b>
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SUPPORTING SKILLS      2.L.5.b.      Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD      2.L.6.      Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

**South Dakota Content Standards**

**Language Arts**

Grade 2 - Adopted: 2018

**GOAL/STRAND      SD.CCRA .R.      College and Career Readiness Anchor Standards for Reading**

**INDICATOR/BE NCHMARK      Key Ideas and Details**

STANDARD      SD.CCRA A.R.3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND      SD.CCRA .R.      College and Career Readiness Anchor Standards for Reading**

**INDICATOR/BE NCHMARK      Range of Reading and Level of Text Complexity**

STANDARD      SD.CCRA A.R.10.      Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

**INDICATOR/BE NCHMARK      Production and Distribution of Writing**

STANDARD      SD.CCRA A.W.5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

**INDICATOR/BE NCHMARK      Research to Build and Present Knowledge**

STANDARD      SD.CCRA A.W.9.      Draw evidence from literary or informational texts to support analysis, reflection, and research.

**GOAL/STRAND      SD.CCRA .W.      College and Career Readiness Anchor Standards for Writing**

**INDICATOR/BE NCHMARK      Range of Writing**

STANDARD      SD.CCRA A.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.

**GOAL/STRAND      SD.CCRA .SL.      College and Career Readiness Anchor Standards for Speaking and Listening**

**INDICATOR/BE NCHMARK      Comprehension and Collaboration**

STANDARD      SD.CCRA A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>

STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BENCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	2.SL.4.	Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.
STANDARD	2.SL.5.	Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
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SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

SUPPORTING SKILLS	2.L.2.c.	Use an apostrophe to form contractions and singular possessives.
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>

SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>2.L.6.</b>	<b>Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.</b>

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

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language

STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.

SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.a.	Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

<b>STANDARD</b>	<b>2.L.4.</b>	<b>Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</b>
SUPPORTING SKILLS	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

STANDARD    SD.CCRA    Analyze how and why individuals, events, and ideas develop and interact over the course of a  
A.R.3.    text.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Reading**  
**.R.**

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

STANDARD    SD.CCRA    Read and comprehend complex literary and informational texts independently and proficiently.  
A.R.10.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BENCHMARK**    **Production and Distribution of Writing**

STANDARD    SD.CCRA    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.    approach.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BENCHMARK**    **Research to Build and Present Knowledge**

STANDARD    SD.CCRA    Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A.W.9.

**GOAL/STRAND**    **SD.CCRA**    **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND SD.2.RL. Reading Standards for Literature**

<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**GOAL/STRAND SD.2.RI. Reading Standards for Informational Text**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	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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**GOAL/STRAND SD.2.RF. Reading Standards: Foundational Skills**

<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
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<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	2.W.7.	Participate in shared research and writing projects.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD 2.SL.2. Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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STANDARD 2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 2.L.1.f. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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STANDARD 2.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 2.L.2.d. Spell grade appropriate high frequency words correctly.

SUPPORTING SKILLS 2.L.2.e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD 2.L.6. Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

**South Dakota Content Standards**

**Language Arts**

Grade 2 - Adopted: 2018

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD SD.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA.L.**    **College and Career Readiness Anchor Standards for Language**

**INDICATOR/BENCHMARK**    **Vocabulary Acquisition and Use**

STANDARD    SD.CCRA.L.6.    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

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

STANDARD    2.RL.7.    Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**GOAL/STRAND**    **SD.2.RI.**    **Reading Standards for Informational Text**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

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

**GOAL/STRAND**    **SD.2.RF.**    **Reading Standards: Foundational Skills**

**INDICATOR/BENCHMARK**    **Phonics and Word Recognitions**

STANDARD    2.RF.3.    Know and apply grade-level phonics and word analysis skills in decoding words.

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

**GOAL/STRAND**    **SD.2.W.**    **Writing Standards**

**INDICATOR/BENCHMARK**    **Text Types and Purposes**

STANDARD    2.W.2.    Write informative/explanatory texts that:

SUPPORTING SKILLS    2.W.2.d.    Provide a concluding statement or section.

**GOAL/STRAND**    **SD.2.W.**    **Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.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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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCRA.SL.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	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

**South Dakota Content Standards**

**Language Arts**  
Grade 2 - Adopted: 2018

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

<b>GOAL/STRAND</b>	<b>SD.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

<b>GOAL/STRAND</b>	<b>SD.CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>GOAL/STRAND</b>	<b>SD.CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Writing</b>

STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND SD.2.RL. Reading Standards for Literature**

<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**GOAL/STRAND SD.2.RI. Reading Standards for Informational Text**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	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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**GOAL/STRAND SD.2.RF. Reading Standards: Foundational Skills**

<b>INDICATOR/BE NCHMARK</b>		<b>Phonics and Word Recognitions</b>
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<b>STANDARD</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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SUPPORTING SKILLS	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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SUPPORTING SKILLS	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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SUPPORTING SKILLS	2.RF.3.d.	Decode words with common prefixes and suffixes.
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**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
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<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
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SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
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**GOAL/STRAND SD.2.W. Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	2.L.2.c.	Use an apostrophe to form contractions and singular possessives.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.4.	Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.
SUPPORTING SKILLS	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

## South Dakota Content Standards

### Language Arts

<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Range of Writing</b>
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STANDARD	SD.CCR A.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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<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
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INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	2.W.2.	Write informative/explanatory texts that:

SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

# South Dakota Content Standards

## Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**     **Key Ideas and Details**  
**NCHMARK**

STANDARD     SD.CCR     Analyze how and why individuals, events, and ideas develop and interact over the course of a  
A.R.3.     text.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

**INDICATOR/BE**     **Range of Reading and Level of Text Complexity**  
**NCHMARK**

STANDARD     SD.CCR     Read and comprehend complex literary and informational texts independently and proficiently.  
A.R.10.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**     **Production and Distribution of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  
A.W.5.     approach.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**     **Research to Build and Present Knowledge**  
**NCHMARK**

STANDARD     SD.CCR     Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A.W.9.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

**INDICATOR/BE**     **Range of Writing**  
**NCHMARK**

STANDARD     SD.CCR     Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
A.W.10.     time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

**INDICATOR/BE**     **Comprehension and Collaboration**  
**NCHMARK**

STANDARD     SD.CCR     Prepare for and participate effectively in a range of conversations and collaborations with diverse  
A.SL.1.     partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.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	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>

STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND**    **SD.2.L.**    **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD    2.L.6.    Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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

**South Dakota Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2018**

**GOAL/STRAND**    **SD.CCRA .R.**    **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD    SD.CCR A.R.3.    Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND**    **SD.CCRA .R.**    **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD    SD.CCR A.R.10.    Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND**    **SD.CCRA .W.**    **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD    SD.CCR A.W.5.    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**GOAL/STRAND**    **SD.CCRA .W.**    **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD    SD.CCR A.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.

**GOAL/STRAND**    **SD.CCRA .SL.**    **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD    SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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.
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>

STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

# South Dakota Content Standards

## Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Reading**  
**.R.**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Writing**  
**.W.**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.CCR A.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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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Speaking and Listening**  
**.SL.**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**GOAL/STRAND**     **SD.CCRA**     **College and Career Readiness Anchor Standards for Language**  
**.L.**

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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.
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>

STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.

SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>

STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
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<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.e.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.
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Week 27: Unit 5 Writing from Pictures, p. 255-261

## South Dakota Content Standards

### Language Arts

#### Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**GOAL/STRAND**    **SD.CCRA.L.**    **College and Career Readiness Anchor Standards for Language**

**INDICATOR/BENCHMARK**    **Vocabulary Acquisition and Use**

STANDARD    SD.CCR.A.L.6.    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

STANDARD    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.

STANDARD    2.RL.2.    Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.

STANDARD    2.RL.3.    Describe how characters in a story respond to major events and challenges.

**GOAL/STRAND**    **SD.2.RL.**    **Reading Standards for Literature**

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

STANDARD    2.RL.7.    Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**GOAL/STRAND**    **SD.2.RI.**    **Reading Standards for Informational Text**

**INDICATOR/BENCHMARK**    **Key Ideas and Details**

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

**GOAL/STRAND**    **SD.2.W.**    **Writing Standards**

**INDICATOR/BENCHMARK**    **Production and Distribution of Writing**

STANDARD    2.W.5.    With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**GOAL/STRAND**    **SD.2.W.**    **Writing Standards**

**INDICATOR/BENCHMARK**    **Research to Build and Present Knowledge**

STANDARD    2.W.7.    Participate in shared research and writing projects.

**GOAL/STRAND**    **SD.2.SL.**    **Speaking and Listening Standards**

**INDICATOR/BENCHMARK**    **Comprehension and Collaboration**



STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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.
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults.

SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.e.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
SUPPORTING SKILLS	2.W.2.b.	Use facts and definitions to develop points.
SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD 2.W.7. Participate in shared research and writing projects.

**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
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SUPPORTING SKILLS 2.SL.1.a. Follow agreed-upon rules for discussions.

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

**GOAL/STRAND SD.2.SL. Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD 2.SL.2. Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</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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SUPPORTING SKILLS 2.L.1.f. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**GOAL/STRAND SD.2.L. Language Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD 2.L.6. Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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## South Dakota Content Standards

### Language Arts

Grade 2 - Adopted: 2018

**GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading**

<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.CCRA .R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	SD.CCR A.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	SD.CCR A.SL.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	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>

STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RL.2.	Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>GOAL/STRAND</b>	<b>SD.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	2.RL.7.	Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>GOAL/STRAND</b>	<b>SD.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	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>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>2.W.2.</b>	<b>Write informative/explanatory texts that:</b>
SUPPORTING SKILLS	2.W.2.b.	Use facts and definitions to develop points.
SUPPORTING SKILLS	2.W.2.d.	Provide a concluding statement or section.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>GOAL/STRAND</b>	<b>SD.2.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	2.W.7.	Participate in shared research and writing projects.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations about grade level topics and texts with peers and adults.</b>
SUPPORTING SKILLS	2.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	2.SL.1.b.	Build on others' talk in conversations by linking comments to the remarks of others.
<b>GOAL/STRAND</b>	<b>SD.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	2.SL.2.	Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>GOAL/STRAND</b>	<b>SD.2.L.</b>	<b>Language Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	2.L.6.	Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.