

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATORS OF PROGRESS / STRAND	2.2.6.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10	By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

STANDARD / DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATORS OF PROGRESS	2.10.1.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATORS OF PROGRESS	2.10.1.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	2.10.2.2. d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3. a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 1

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

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

INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATORS OF PROGRESS / STRAND	2.1.6.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

INDICATORS OF PROGRESS / STRAND	2.2.6.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.2.8.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10	By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATORS OF PROGRESS	2.3.0.3.f.	f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE		Comprehension and Collaboration

INDICATOR / DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATORS OF PROGRESS	2.10.1.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATORS OF PROGRESS	2.10.1.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.

INDICATORS OF PROGRESS	2.10.2.2. d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3. a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 2

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

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

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATORS OF PROGRESS / STRAND	2.1.6.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or

PROGRESS / STRAND		subject area.
INDICATORS OF PROGRESS / STRAND	2.2.6.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10	By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATORS OF PROGRESS	2.3.0.3.f.	f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD /	MN.2.6.	Writing Benchmarks K-5

DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.5.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATORS OF PROGRESS	2.10.1.1.c.	Use reflexive pronouns (e.g., myself, ourselves).

INDICATORS OF PROGRESS	2.10.1.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATORS OF PROGRESS	2.10.1.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATORS OF PROGRESS	2.10.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 3

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATORS OF PROGRESS / STRAND	2.1.6.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATORS OF PROGRESS	2.3.0.3.f.	f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,

PROGRESS		listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.5.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATORS OF PROGRESS	2.10.1.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATORS OF PROGRESS	2.10.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
INDICATORS OF PROGRESS	2.10.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CONTENT STANDARD /	MN.2.10.	Language Benchmarks K-5

DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3. a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 4

Minnesota Academic Standards
Language Arts
Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS /	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

STRAND		
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATORS OF PROGRESS / STRAND	2.1.6.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.2.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.2.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
INDICATORS OF PROGRESS / STRAND	2.2.3.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS /	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

STRAND		
INDICATORS OF PROGRESS / STRAND	2.2.6.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.2.8.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10	By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATORS OF PROGRESS	2.3.0.3.f.	f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	2.6.8.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.5.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to

PROGRESS / STRAND		provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1. a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1. b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATORS OF PROGRESS	2.10.1.1. c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATORS OF PROGRESS	2.10.1.1. e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATORS OF PROGRESS	2.10.1.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2. c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATORS OF PROGRESS	2.10.2.2. d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3. a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,

		bookmark).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 5

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATORS OF PROGRESS / STRAND	2.1.6.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR /		Integration of Knowledge and Ideas

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATORS OF PROGRESS	2.3.0.3.f.	f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	2.6.8.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.5.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage

PROGRESS / STRAND		when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATORS OF PROGRESS	2.10.1.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATORS OF PROGRESS	2.10.1.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATORS OF PROGRESS	2.10.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF	2.10.5.5.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl)

PROGRESS	b.	and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 7

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	2.1.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATORS OF PROGRESS / STRAND	2.1.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATORS OF PROGRESS / STRAND	2.1.3.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.1.4.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATORS OF PROGRESS / STRAND	2.1.5.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATORS OF PROGRESS / STRAND	2.1.6.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.1.7.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN	MN.2.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	2.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	2.3.0.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATORS OF PROGRESS	2.3.0.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATORS OF PROGRESS	2.3.0.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATORS OF PROGRESS	2.3.0.3.d.	Decode words with common prefixes and suffixes.
INDICATORS OF PROGRESS	2.3.0.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATORS OF PROGRESS	2.3.0.3.f.	f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	2.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	2.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	2.6.1.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
INDICATORS OF PROGRESS / STRAND	2.6.3.3.	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN	MN.2.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	2.6.5.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT	MN.2.6.	Writing Benchmarks K-5

STANDARD / DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	2.6.8.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	2.8.5.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF PROGRESS / STRAND	2.8.6.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	2.10.1.1.a.	Use collective nouns (e.g., group).
INDICATORS OF PROGRESS	2.10.1.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATORS OF PROGRESS	2.10.1.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was

		watched by the little boy).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	2.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	2.10.2.2. c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATORS OF PROGRESS	2.10.2.2. d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	2.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	2.10.3.3. a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	2.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATORS OF PROGRESS	2.10.4.4. b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATORS OF PROGRESS	2.10.4.4. c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATORS OF PROGRESS	2.10.4.4. d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS /	2.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,

