

2nd Grade		
Strand	Code	Benchmark
Reading	2.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in 5-phoneme words, including consonant blends.
Reading	2.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words: a. Know the spelling-sound correspondences for the common vowel graphemes. b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
Reading	2.1.1.3	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reading	2.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text to text connections, and building on strategies learned in previous grade levels, with guidance and support.
Reading	2.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 2 text complexity.
Reading	2.1.2.3	Locate, select, and read texts on a topic of personal interest.
Reading	2.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	2.1.4.1	Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text.
Reading	2.1.4.2	Identify the central idea, message, or moral of a text and one or two supporting details.

Reading	2.1.4.3	Identify characters, setting, conflict, resolution, and events, in literary text.
Reading	2.1.4.4	Describe the connection between a series of events, concepts, or steps in a procedure, in informational text.*
Reading	2.1.5.1	Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person).
Reading	2.1.5.2	Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, and hyperlinks).
Reading	2.1.5.3	Identify and explain how images are used to illustrate ideas and narratives in a text.
Reading	2.1.6.1	Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller's perspective and identity.
Reading	2.1.6.2	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text.
Reading	2.1.6.3	Identify if the text is informational or literary, and support with evidence.
Reading	2.1.7.1	Benchmarks begin in grade 3.
Reading	2.1.8.1	Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems.
Reading	2.1.8.2	Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.
Reading	2.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.
Reading	2.1.9.2	Articulate relevance of sources to task and topic. (e.g., factual and opinion pieces)
Writing	2.2.1.1	Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns), authentically in writing.

Writing	2.2.1.2	Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes, authentically in writing.
Writing	2.2.1.3	Use nouns (common, proper, possessive, and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions, and prepositions in simple sentences, authentically in writing.
Writing	2.2.2.1	Write routinely, including illustration, for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)
Writing	2.2.2.2	Write to express ideas representing personal perspective, identity, and voice, as a part of a group.
Writing	2.2.3.1	Plan, draft, revise, edit, and publish writing, using self-reflection and teacher guidance.
Writing	2.2.4.1	Write to state a personal opinion, provide several reasons for the opinion and include introductory and concluding statements.
Writing	2.2.5.1	Write to inform or explain, using details to show understanding of the topic, and including an introductory and concluding statement.
Writing	2.2.5.2	Write to respond to characters, setting, and conflict in a story.
Writing	2.2.6.1	Write to tell a story, introducing conflict to a character and setting.
Writing	2.2.6.2	Use words that signal changes in situation, in written narratives, poetry, or other creative text. (e.g., next, surprisingly)
Writing	2.2.7.1	Ask and answer on-topic questions to research background information using resources vetted by the teacher.
Writing	2.2.7.2	Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing. (e.g., search terms, choosing relevant sources)
Writing	2.2.8.1	Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism. (e.g., What work is yours? What work is someone else's?)*

Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	2.3.1.1	Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. b. Participate as a speaker and listener, building on and linking to the comments of others. c. Express one's own ideas, stories, and experiences. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow the sequence of a story or discussion, or steps in a process.
LSVEI	2.3.1.2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.
LSVEI	2.3.1.3	Demonstrate ability to receive and act on feedback from others and self-reflection.*
LSVEI	2.3.2.1	Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures).
LSVEI	2.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles.
LSVEI	2.3.3.2	Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose, and audience, (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) demonstrating understanding of digital footprint.*