

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

READING: LITERATURE

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|----------------------------------|--|---|-------|
| 2 | 1. READING: Literature | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Ask and answer questions to demonstrate understanding of key details: (2.1.1.1) <ul style="list-style-type: none"> • Who • What • Where • When • Why • How | |
| 2 | 1. READING: Literature | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Retell stories, including fables and folktales from diverse cultures. (2.1.2.2) <ul style="list-style-type: none"> • Determine their central message, lesson, or moral. | |
| 2 | 1. READING: Literature | 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Describe how characters in a story respond to major events and challenges. (2.1.3.3) | |
| 2 | 1. READING: Literature | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Describe how words and phrases supply rhythm and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines). (2.1.4.4) | |
| 2 | 1. READING: Literature | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Describe the overall structure of a story; include how the beginning introduces the story and the ending concludes the action. (2.1.5.5) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

READING: LITERATURE (continued)

| L e v e l | Strand/Sub- strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-----------------------|----------------------------------|---|---|-------|
| 2 | 1. READING: Literature | 6. Assess how point of view or purpose shapes the content and style of a text. | Acknowledge differences in the points of view of characters by speaking in a different voice for each character when reading dialogue aloud. (2.1.6.6) | |
| 2 | 1. READING: Literature | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | Use information gained from the illustrations and words in text to demonstrate understanding of its characters, setting, or plot. (2.1.7.7) | |
| 2 | 1. READING: Literature | 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | (Not applicable to literature) | |
| 2 | 1. READING: Literature | 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. | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians. (2.1.9.9) | |
| 2 | 1. READING: Literature | 10. Read and comprehend complex literary and information texts independently and proficiently. | By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks. The literature should be read proficiently within the grades 2-3 text complexity band, with scaffolding as needed at the high end of the range. (2.1.10.10) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

READING: INFORMATIONAL TEXT

| L e v e l | Strand/Sub- strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-----------------------|--|--|--|-------|
| 2 | 2. READING: Informational Text | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Ask and answer questions to demonstrate understanding of key details: (2.2.1.1) <ul style="list-style-type: none"> • Who • What • Where • When • Why • How | |
| 2 | 2. READING: Informational Text | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> • Identify the main idea of a multi-paragraph text. (2.2.2.2) • Identify the focus of specific paragraphs in the text. (2.2.2.2) | |
| 2 | 2. READING: Informational Text | 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Within a given text, describe the connection between: (2.2.3.3) <ul style="list-style-type: none"> • A series of historical events • Scientific ideas or concepts • Steps in technical procedures | |
| 2 | 2. READING: Informational Text | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (2.2.4.4) | |
| 2 | 2. READING: Informational Text | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.2.5.5) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

READING: INFORMATIONAL TEXT (continued)

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|--|---|---|-------|
| 2 | 2. READING: Informational Text | 6. Assess how point of view or purpose shapes the content and style of a text. | Identify the main purpose of a text. Include what the author wants to answer, explain, or describe. (2.2.6.6) | |
| 2 | 2. READING: Informational Text | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text. (2.2.7.7) | |
| 2 | 2. READING: Informational Text | 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Describe how reasons support specific points the author makes in a text. (2.2.8.8) | |
| 2 | 2. READING: Informational Text | 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. | Compare and contrast the most important points presented by two texts on the same topic. (2.2.9.9) | |
| 2 | 2. READING: Informational Text | 10. Read and comprehend complex literary and information texts independently and proficiently. | By the end of the year, select, read and comprehend informational texts, including history/social studies, science, and technical texts for personal interest, enjoyment, and academic tasks. The literature should be read proficiently within the grades 2-3 text complexity band, with scaffolding as needed at the high end of the range. (2.2.10.10) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

READING: FOUNDATIONAL SKILLS

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|---|-------------------------------|---|-------|
| 2 | 3. READING: Foundational Skills | 0. No related anchor standard | Know and apply grade level phonics and word analysis skills in decoding words: (2.3.0.3) <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words, including high-frequency words. | |
| 2 | 3. READING: Foundational Skills | 0. No related anchor standard | Read with sufficient accuracy and fluency to support comprehension: (2.3.0.4) <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding to promote oral and silent reading fluency. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • 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. | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

WRITING

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|-------------------|--|---|-------|
| 2 | 6. WRITING | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Write opinion pieces that include: (2.6.1.1) <ul style="list-style-type: none"> • Introduce the topic or book they are writing about • State an opinion • Supply reasons that support the opinion • Use transition words (e.g., <i>because, and, also</i>) to connect opinion and reasons • Provide a concluding statement or section. | |
| 2 | 6. WRITING | 2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Write informative/explanatory texts (e.g. <i>non-fiction research, how to, biography, and lists</i>) which include: (2.6.2.2) <ul style="list-style-type: none"> • Introduce a topic • Use facts and definitions to develop points • Use transition words to connect ideas (e.g. <i>first, next, then, finally</i>) • Provide a concluding statement or section. | |
| 2 | 6. WRITING | 3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Write narratives and other creative texts (e.g. <i>descriptive stories, response to literature, formal letter, and poetry</i>) to include: (2.6.3.3) <ul style="list-style-type: none"> • Sequence of events • Details to describe actions, thoughts, and feelings • Transition words to signal event order • Provide a sense of closure | |
| 2 | 6. WRITING | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (Local Standard) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

WRITING (continued)

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|-------------------|--|--|-------|
| 2 | 6. WRITING | 5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. | With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing. (2.6.5.5) <ul style="list-style-type: none"> • Follow the guidelines of the Six Traits of Writing Model as appropriate: <ul style="list-style-type: none"> - Ideas - Organization - Word Choice - Fluency - Voice - Conventions | |
| 2 | 6. WRITING | 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2.6.6.6) | |
| 2 | 6. WRITING | 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <i>Benchmark 7 can be embedded into Benchmark 2.</i> (2.6.7.7) | |
| 2 | 6. WRITING | 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Recall information from experiences or gather information from provided sources to answer a question. (2.6.8.8) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
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WRITING (continued)

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|-------------------|---|---|-------|
| 2 | 6. WRITING | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | (Begins in grade 4) | |
| 2 | 6. WRITING | 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. | Write routinely and independently select writing topics and formats for personal enjoyment, and interest. (Local Benchmark) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

| L e v e l | Strand/Sub- strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-----------------------|---|--|--|-------|
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and large groups. (2.8.1.1)</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions for example: <ul style="list-style-type: none"> - Gain the floor in respectful ways. - Listen to others with care. - Speak one at a time about the topics and texts under discussion. - Use voice level appropriate for language situation. - Establish eye contact. - Respond to audience respectfully. - Stay on topic. • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Cooperate for productive group discussion. • Follow two- and three-step oral directions. | |
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2.8.2.2) | |
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | 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. (2.8.3.3) | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

| L e v e l | Strand/Sub- strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-----------------------|---|---|---|-------|
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | Tell a story or recount an experience: (2.8.4.4) <ul style="list-style-type: none"> • Use appropriate facts. • Use relevant, descriptive details. • Avoid plagiarism by identifying sources. • Speak audibly in coherent sentences. | |
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | 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. (2.8.5.5) | |
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 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.) (2.8.6.6) | |
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources. | Distinguish, understand, and use different types of print, digital, and multimodal media. (2.8.7.7) <ul style="list-style-type: none"> • Use tools for locating print and electronic materials appropriate to the purpose. | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

| | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|---|---|---|---|--------------|
| 2 | 8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY | 8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose. | <p>With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) (2.8.8.8)</p> <ul style="list-style-type: none"> • With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project. • Share the work with an audience. | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

LANGUAGE

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|-------------------|--|---|-------|
| 2 | 10. LANGUAGE | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.10.1.1) <ul style="list-style-type: none"> • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | |
| 2 | 10. LANGUAGE | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2.10.2.2) <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., <i>cage – badge; boy – boil</i>). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | |
| 2 | 10. LANGUAGE | 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. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2.10.3.3) <ul style="list-style-type: none"> • Compare formal and informal uses of English. | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

LANGUAGE (continued)

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|-------------------|---|--|-------|
| 2 | 10. LANGUAGE | 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 specialize reference materials, as appropriate. | <p>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. (2.10.4.4)</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | |
| 2 | 10. LANGUAGE | 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | <p>Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. (2.10.5.5)</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). • Distinguish shades of meaning among closely related verbs e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). | |

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 2**

LANGUAGE (continued)

| Level | Strand/Sub-strand | K-12 Anchor Standard | Grade 2 Benchmark | Notes |
|-------|-------------------|--|--|-------|
| 2 | 10. LANGUAGE | 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. | Use words and phrases acquired through conversations, reading and being read to, and responding to tests, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>) (2.10.6.6) | |