Grade	Strand	Substrand	Standard "Understand that ...	Code	Benchmark
2	Reading	1. 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.	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.
2	Reading	1. Literature	10. Read and comprehend complex literary and informational texts independently and proficiently.	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.
2	Reading	1. Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.1.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	Reading	1. Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.1.3.3	Describe how characters in a story respond to major events and challenges.
2	Reading	1. 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.	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.
2	Reading	1. 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.	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.
2	Reading	1. Literature	6. Assess how point of view or purpose shapes the content and style of a text.	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.
2	Reading	1. Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.
2	Reading	1. 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.	2.1.9.9	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	Language Benchmarks	10. Language Benchmarks	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: (a) Use collective nouns (e.g., group). (b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (c) Use reflexive pronouns (e.g., myself, ourselves). (d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (e) Use adjectives and adverbs, and choose between them depending on what is to be modified. (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).
2	Language Benchmarks	10. Language Benchmarks	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) Capitalize holidays, product names, and geographic names. (b) Use commas in greetings and closings of letters. (c) Use an apostrophe to form contractions and frequently occurring possessives. (d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2	Language Benchmarks	10. Language Benchmarks	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.	2.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: (a) Compare formal and informal uses of English.
2	Language Benchmarks	10. Language Benchmarks	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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: (a) Use sentence-level context as a clue to the meaning of a word or phrase. (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). (c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2	Language Benchmarks	10. Language Benchmarks	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2.10.5.5	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness: (a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2	Language Benchmarks	10. Language Benchmarks	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	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).
2	Reading	2. 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.	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.
2	Reading	2. Informational Text	10. Read and comprehend complex literary and informational texts independently and proficiently.	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.
2	Reading	2. Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.2.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2	Reading	2. Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.
2	Reading	2. 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.	2.2.4.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2	Reading	2. 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.	2.2.5.5	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	Reading	2. Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	2.2.6.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2	Reading	2. Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	2.2.7.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2	Reading	2. 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.	2.2.8.8	Describe how reasons support specific points the author makes in a text.
2	Reading	2. 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.	2.2.9.9	Compare and contrast the most important points presented by two texts on the same topic.
2	Reading	3. Foundational Skills	0. No anchor standard	2.3.0.3	Know and apply grade-level phonics and word analysis skills in decoding words: (a) Distinguish long and short vowels when reading regularly spelled one-syllable words. (b) Know spelling-sound correspondences for additional common vowel teams. (c) Decode regularly spelled two-syllable words with long vowels. (d) Decode words with common prefixes and suffixes. (e) Identify words with inconsistent but common spelling-sound correspondences. (f) Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
2	Reading	3. Foundational Skills	0. No anchor standard	2.3.0.4	Read with sufficient accuracy and fluency to support comprehension: (a) Read grade-level text with purpose and understanding to promote oral and silent reading fluency. (b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (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.
2	Writing	6. Writing	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.
2	Writing	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.	2.6.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2	Writing	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.	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.
2	Writing	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.	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.
2	Writing	6. Writing	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	2.6.6.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2	Writing	6. Writing	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	2.6.7.7	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).
2	Writing	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.	2.6.8.8	Recall information from experiences or gather information from provided sources to answer a question.

2	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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: (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). (b) Build on others' talk in conversations by linking their comments to the remarks of others. (c) Ask for clarification and further explanation as needed about the topics and texts under discussion. (d) Cooperate for productive group discussion. (e) Follow two- and three-step oral directions.
2	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2.8.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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 issues.
2	Speaking, Viewing, Listening and Media Literacy	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.	2.8.4.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.
2	Speaking, Viewing, Listening and Media Literacy	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.	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.
2	Speaking, Viewing, Listening and Media Literacy	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.	2.8.6.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Refer to grade 2 Language standards 1 and 3 for specific expectations.)
2	Speaking, Viewing, Listening and Media Literacy	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.	2.8.7.7	Distinguish, understand, and use different types of print, digital, and multimodal media: (a) Use tools for locating print and electronic materials appropriate to the purpose.
2	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	2.8.8.8	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.): (a) 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. (b) Share the work with an audience.