

# BENCHMARK COMPLEXITY REPORT

## ENGLISH LANGUAGE ARTS GRADE 2



**Key:** OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).  
**Benchmark** = The wording of the benchmark.  
**CCSS Code** = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).  
**CRS Strand** = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).  
**The CRS Strands are:** TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
<b>DOMAIN: Reading Standards for Literature</b>											
<b>Key Ideas and Details</b>											
				2.RL.KID.1.1.b	Ask questions to demonstrate understanding of key details in a story or poem	RL.2.1	SUP	2.RL.KID.1.2.c	Respond to questions about key details in a story or poem	RL.2.1	SUP
				2.RL.KID.2.1.b	Retell a story, fable, or folktale from diverse cultures using key details	RL.2.2	SUP				
				2.RL.KID.2.2.b	Identify a main idea or lesson of a story, fable, or folktale from diverse cultures	RL.2.2	MID				
				2.RL.KID.3.1.b	Describe the response of characters in a story to major events	RL.2.3	REL				
				2.RL.KID.3.2.b	Describe the response of characters in a story to challenges	RL.2.3	REL				
<b>Craft and Structure</b>											
2.RL.CAS.4.3.a	Identify the use of regular beats, alliteration, rhymes, and repeated lines in a story, poem, or song	RL.2.4		2.RL.CAS.4.1.b	Relate the author's choice of words and phrases to the rhythm of a story, poem, or song	RL.2.4	WCH				
2.RL.CAS.5.1.a	Identify the beginning, middle, and ending of a story	RL.2.5	REL	2.RL.CAS.4.2.b	Relate the author's choice of rhythm words and phrases to the meaning of a story, poem, or song	RL.2.4	REL				
2.RL.CAS.5.2.a	Identify the setting, characters, problem, and resolution in a story	RL.2.5		2.RL.CAS.5.3.b	Describe the introduction to a story through its setting, characters, and problem	RL.2.5	REL				
2.RL.CAS.6.1.a	Identify the point of view from which a character tells a story in a story, poem, drama, or song	RL.2.6	MID	2.RL.CAS.5.4.b	Describe the conclusion to a story through its setting, characters, and resolution to a problem	RL.2.5	REL				
				2.RL.CAS.5.5.b	Describe changes in the setting, characters, and problem over the course of a story	RL.2.5	REL				
				2.RL.CAS.6.2.b	Describe the different points of view of characters in a story, poem, drama, or song	RL.2.6	MID				
<b>Integration of Knowledge and Ideas</b>											
				2.RL.IKI.7.1.b	Explain the characters, setting, or plot in a story by using illustrations	RL.2.7					
				2.RL.IKI.7.2.b	Describe the characters, settings, and problems in a story by using words from the text	RL.2.7	SUP				
				2.RL.IKI.9.1.b	Compare and contrast two or more versions of the same story written by authors from different cultures	RL.2.9	REL				
<b>DOMAIN: Reading Standards: Foundational Skills</b>											
<b>Phonics and Word Recognition</b>											
2.RF.PWR.3.2.a	Identify spelling-sound correspondences for common vowel teams found in a text	RF.2.3b		2.RF.PWR.3.1.b	Distinguish between long and short vowels in regularly spelled one-syllable words found in a text	RF.2.3a		2.RF.PWR.3.4-3.c	Read aloud words with common prefixes and suffixes found in a text	RF.2.3d	
2.RF.PWR.3.4-1.a	Define the meaning of a prefix and suffix	RF.2.3d		2.RF.PWR.3.3.b	Decode regularly spelled two-syllable words with long vowels found in a text	RF.2.3c		2.RF.PWR.3.6-2.c	Read aloud grade-level appropriate irregularly spelled words found in a text	RF.2.3f	
2.RF.PWR.3.5.a	Identify common one and two syllable words with inconsistent spelling-sound correspondences found in a text	RF.2.3e		2.RF.PWR.3.4-2.b	Distinguish between a prefix and a suffix in regularly spelled two syllable words found in a text	RF.2.3d					
2.RF.PWR.3.6-1.a	Recognize grade-level appropriate irregularly spelled words found in a text	RF.2.3f									
<b>Fluency</b>											
				2.RF.FLU.4.3-1.b	Use context to confirm word recognition and meaning	RF.2.4c		2.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding	RF.2.4a	
				2.RF.FLU.4.3-2.b	Use context to self-correct word recognition and meaning	RF.2.4c		2.RF.FLU.4.2-1.c	Read grade-level text aloud with increasing rate on successive readings	RF.2.4b	

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								2.RF.FLU.4.2-2.c	Read grade-level text aloud with increasing accuracy on successive readings	RF.2.4b	
								2.RF.FLU.4.2-3.c	Read grade-level text aloud with increasing expression on successive readings	RF.2.4b	
<b>DOMAIN: Reading Standards for Informational Text</b>											
<b>Key Ideas and Details</b>											
				2.RI.KID.1.1.b	Ask questions to demonstrate understanding of key details in an informational text	RI.2.1	SUP	2.RI.KID.1.2.c	Respond to questions about key details in an informational text	RI.2.1	SUP
				2.RI.KID.2.1.b	Determine key ideas of specific paragraphs within a multiparagraph informational text	RI.2.2	MID				
				2.RI.KID.2.2.b	Identify the main topic of a multiparagraph informational text	RI.2.2	MID				
				2.RI.KID.3.1.b	Describe the sequence of historical events in an informational text	RI.2.3	REL				
				2.RI.KID.3.2.b	Describe a set of scientific ideas or concepts in an informational text	RI.2.3	REL				
				2.RI.KID.3.3.b	Describe the steps of a technical procedure in an informational text	RI.2.3	REL				
<b>Craft and Structure</b>											
2.RI.CAS.5.1-1.a	Identify the key features of an informational text used to locate facts or information	RI.2.5		2.RI.CAS.4.1.b	Determine the meaning of words and phrases about a topic or subject in an informational text	RI.2.4	MOW				
2.RI.CAS.5.1-2.a	Locate facts or information by using key features of an informational text efficiently	RI.2.5	SUP	2.RI.CAS.6.1.b	Explain the main purpose of an informational text	RI.2.6	MID				
<b>Integration of Knowledge and Ideas</b>											
				2.RI.IKI.7.1.b	Describe the contributions of specific images to the meaning of a text	RI.2.7					
				2.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text	RI.2.8	MID				
				2.RI.IKI.9.1.b	Compare and contrast the points made by authors of two informational texts on the same topic	RI.2.9	REL				
<b>DOMAIN: Writing Standards</b>											
<b>Text Types and Purposes</b>											
								2.W.TTP.1.1.c	Introduce a topic or book when writing an opinion piece	W2.1	OUC
								2.W.TTP.1.2.c	State an opinion about a topic or text when writing an opinion piece	W2.1	TOD
								2.W.TTP.1.3.c	Support an opinion with reasons when writing an opinion piece	W2.1	TOD
								2.W.TTP.1.4.c	Use linking words and phrases to connect opinions and reasons when writing an opinion piece	W2.1	OUC
								2.W.TTP.1.5.c	Develop a concluding statement or section when writing an opinion piece	W2.1	OUC
								2.W.TTP.2.1.c	Introduce a topic when writing an informative/explanatory text	W2.2	OUC
								2.W.TTP.2.2.c	Use facts and definitions to support points when writing an informative/explanatory text	W2.2	TOD
								2.W.TTP.2.3.c	Write a concluding statement or section when writing an informative/explanatory text	W2.2	TOD
								2.W.TTP.3.1.c	Introduce a well elaborated event or short sequence of events when writing a narrative	W2.3	OUC
								2.W.TTP.3.2.c	Use details to describe thoughts, actions, and feelings when writing a narrative	W2.3	OUC
								2.W.TTP.3.3.c	Use temporal words to signal event order when writing a narrative	W2.3	OUC

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								2.W.TTP.3.4.c	Create a sense of closure when writing a narrative	W2.3	OUC
<b>Production and Distribution of Writing</b>											
				2.W.PDW.5.2.b	Edit writing to focus clearly on a topic before it is produced and distributed	W2.5		2.W.PDW.5.1.c	Strengthen writing based on comments and suggestions before producing and distributing writing	W2.5	
								2.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing	W2.6	
<b>Research to Build and Present Knowledge</b>											
2.W.RBK.8.1.a	Recall information from experiences to include in a shared research project	W2.8		2.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project	W2.8		2.W.RBK.7.1.c	Participate in shared research projects	W2.7	
								2.W.RBK.7.2.c	Participate in shared writing projects	W2.7	
<b>DOMAIN: Speaking and Listening Standards</b>											
<b>Comprehension and Collaboration</b>											
				2.SL.CAC.2.1-1.b	Identify key ideas from information presented orally	SL2.2		2.SL.CAC.1.1.c	Follow agreed-upon rules for group discussions	SL2.1a	
				2.SL.CAC.2.1-2.b	Identify key details from information presented orally	SL2.2		2.SL.CAC.1.2.c	Link new comments to remarks made by others during a group discussion	SL2.1b	
								2.SL.CAC.1.3.c	Ask questions during a group discussion when further explanation about a topic or text is needed	SL2.1c	
								2.SL.CAC.3.1.c	Ask questions about the meaning of information presented by a speaker	SL2.3	
								2.SL.CAC.3.2.c	Ask questions to gather additional information about what was said by a speaker	SL2.3	
								2.SL.CAC.3.3.c	Answer questions about information presented by a speaker in order to demonstrate understanding	SL2.3	
<b>Presentation of Knowledge and Ideas</b>											
								2.SL.PKI.4.1.c	Tell a story orally with appropriate facts and relevant details	SL2.4	
								2.SL.PKI.4.2.c	Speak audibly in coherent sentences when telling a story orally	SL2.4	
								2.SL.PKI.5.1.c	Create an audio recording of a presentation of a story or poem	SL2.5	
								2.SL.PKI.5.2.c	Convey ideas, thoughts, and feelings about a story or experience by using drawings or other visual displays in an oral presentation	SL2.5	
								2.SL.PKI.6.1.c	Produce complete sentences in an oral presentation when appropriate to task and situation	SL2.6	
<b>DOMAIN: Language Standards</b>											
<b>Conventions of Standard English</b>											
				2.L.CSE.1.2-1.b	Construct frequently occurring irregular plural nouns	L2.1b		2.L.CSE.1.1.c	Use collective nouns when speaking or writing	L2.1a	
				2.L.CSE.1.4-1.b	Construct the past tense of frequently occurring irregular verbs	L2.1d	SSF	2.L.CSE.1.2-2.c	Use frequently occurring irregular plural nouns when speaking or writing	L2.1b	
								2.L.CSE.1.3.c	Use reflexive pronouns when speaking or writing	L2.1c	COU
								2.L.CSE.1.4-2.c	Use the past tense of frequently occurring irregular verbs when speaking or writing	L2.1d	SSF
								2.L.CSE.1.5-1.c	Use adjectives when speaking or writing	L2.1e	COU
								2.L.CSE.1.5-2.c	Use adverbs when speaking or writing	L2.1e	COU
								2.L.CSE.1.5-3.c	Use adjectives and adverbs appropriately when speaking or writing	L2.1e	COU
								2.L.CSE.1.6-1.c	Produce complete sentences when speaking or writing	L2.1f	SSF
								2.L.CSE.1.6-2.c	Expand complete sentences when speaking or writing	L2.1f	SSF

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								2.L.CSE.1.6-3.c	Rearrange complete sentences when speaking or writing	L2.1f	SSF
								2.L.CSE.2.1.c	Capitalize holidays, product names, and geographic names when writing	L2.2a	
								2.L.CSE.2.2-1.c	Use commas when writing greetings and closings of letters	L2.2c	COP
								2.L.CSE.2.2-2.c	Use an apostrophe to form contractions when writing	L2.2c	COP
								2.L.CSE.2.2-3.c	Use an apostrophe to form frequently occurring possessives when writing	L2.2c	COP
								2.L.CSE.2.2-4.c	Use learned spelling patterns when writing words	L2.2d	
								2.L.CSE.2.2-5.c	Clarify the spelling of a word by using reference materials	L2.2e	
<b>Knowledge of Language</b>											
				2.L.KOL.3.1-1.b	Compare and contrast the uses of formal and informal English in a variety of contexts	L2.3a	WCH				
<b>Vocabulary Acquisition and Use</b>											
2.L.VAU.4.5-1.a	Clarify the meaning of a word or phrase by using a print glossary and dictionary	L2.4e		2.L.VAU.4.1-1.b	Determine the meaning of a word or phrase by using sentence-level context clues	L2.4a	MOW	2.L.VAU.6.1.c	Use words and phrases acquired through conversation	L2.6	WCH
2.L.VAU.4.5-2.a	Clarify the meaning of a word or phrase by using a digital glossary and dictionary	L2.4e		2.L.VAU.4.1-2.b	Determine the meaning of a multiple-meaning word or phrase by using sentence-level context clues	L2.4a	MOW	2.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to	L2.6	WCH
				2.L.VAU.4.2.b	Combine a known prefix and a known word to create a new word	L2.4b		2.L.VAU.6.3.c	Use words and phrases to be acquired through responding to texts	L2.6	WCH
				2.L.VAU.4.3.b	Determine the meaning of an unknown word based on a known word with the same root	L2.4c					
				2.L.VAU.4.4.b	Determine the meaning of a compound word based on the meaning of the individual words	L2.4d					
				2.L.VAU.5.1.b	Relate real life connections between words to their uses	L2.5a					
				2.L.VAU.5.2-1.b	Distinguish between the meaning of closely related verbs	L2.5b	WCH				
				2.L.VAU.5.2-2.b	Distinguish between the meaning of closely related adjectives	L2.5b	WCH				