

BENCHMARK SEQUENCE REPORT
ENGLISH LANGUAGE ARTS GRADE 2 BY TRIMESTER



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Trimester 1		Trimester 2		Trimester 3		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
DOMAIN: Reading Standards for Literature							
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
<i>Strand: Key Ideas and Details (KID)</i>							
2.RL.KID.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.RL.KID.1.1.b	Ask questions to demonstrate understanding of key details in a story or poem
						2.RL.KID.1.2.c	Respond to questions about key details in a story or poem
2.RL.KID.2 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.							
						2.RL.KID.2.1.b	Retell a story, fable, or folktale from diverse cultures using key details
						2.RL.KID.2.2.b	Identify a main idea or lesson of a story, fable, or folktale from diverse cultures
2.RL.KID.3 3. Describe how characters in a story respond to major events and challenges.							
						2.RL.KID.3.1.b	Describe the response of characters in a story to major events
						2.RL.KID.3.2.b	Describe the response of characters in a story to challenges
<i>Strand: Craft and Structure (CAS)</i>							
2.RL.CAS.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.RL.CAS.4.1.b	Relate the author's choice of words and phrases to the rhythm of a story, poem, or song
						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
						2.RL.CAS.4.3.a	Identify the use of regular beats, alliteration, rhymes, and repeated lines in a story, poem, or song
2.RL.CAS.5 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.							
						2.RL.CAS.5.1.a	Identify the beginning, middle, and ending of a story
						2.RL.CAS.5.2.a	Identify the setting, characters, problem, and resolution in a story
						2.RL.CAS.5.3.b	Describe the introduction to a story through its setting, characters, and problem
						2.RL.CAS.5.4.b	Describe the conclusion to a story through its setting, characters, and resolution to a problem
						2.RL.CAS.5.5.b	Describe changes in the setting, characters, and problem over the course of a story
2.RL.CAS.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.RL.CAS.6.1.a	Identify the point of view from which a character tells a story in a story, poem, drama, or song
						2.RL.CAS.6.2.b	Describe the different points of view of characters in a story, poem, drama, or song
<i>Strand: Integration of Knowledge and Ideas (IKI)</i>							
2.RL.IKI.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.RL.IKI.7.1.b	Explain the characters, setting, or plot in a story by using illustrations
						2.RL.IKI.7.2.b	Describe the characters, settings, and problems in a story by using words from the text
2.RL.IKI.9 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.							
						2.RL.IKI.9.1.b	Compare and contrast two or more versions of the same story written by authors from different cultures
DOMAIN: Reading Standards: Foundational Skills							



By the end of the year, read and comprehend text in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
Strand: Phonics and Word Recognition (PWR)						
2.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.						
						2.RF.PWR.3.1.b Distinguish between long and short vowels in regularly spelled one-syllable words found in a text
						2.RF.PWR.3.2.a Identify spelling-sound correspondences for common vowel teams found in a text
						2.RF.PWR.3.3.b Decode regularly spelled two-syllable words with long vowels found in a text
						2.RF.PWR.3.4-1.a Define the meaning of a prefix and suffix
						2.RF.PWR.3.4-2.b Distinguish between a prefix and a suffix in regularly spelled two syllable words found in a text
						2.RF.PWR.3.4-3.c Read aloud words with common prefixes and suffixes found in a text
						2.RF.PWR.3.5.a Identify common one and two syllable words with inconsistent spelling-sound correspondences found in a text
						2.RF.PWR.3.6-1.a Recognize grade-level appropriate irregularly spelled words found in a text
						2.RF.PWR.3.6-2.c Read aloud grade-level appropriate irregularly spelled words found in a text
Strand: Fluency (FLU)						
2.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.						
						2.RF.FLU.4.1.c Read on-level text fluently with purpose and understanding
						2.RF.FLU.4.2-1.c Read grade-level text aloud with increasing rate on successive readings
						2.RF.FLU.4.2-2.c Read grade-level text aloud with increasing accuracy on successive readings
						2.RF.FLU.4.2-3.c Read grade-level text aloud with increasing expression on successive readings
						2.RF.FLU.4.3-1.b Use context to confirm word recognition and meaning
						2.RF.FLU.4.3-2.b Use context to self-correct word recognition and meaning
DOMAIN: Reading Standards for Informational Text						
By the end of the year, 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.						
Strand: Key Ideas and Details (KID)						
2.RI.KID.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.RI.KID.1.1.b Ask questions to demonstrate understanding of key details in an informational text
						2.RI.KID.1.2.c Respond to questions about key details in an informational text
2.RI.KID.2 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.						
						2.RI.KID.2.1.b Determine key ideas of specific paragraphs within a multiparagraph informational text
						2.RI.KID.2.2.b Identify the main topic of a multiparagraph informational text
2.RI.KID.3 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.						
						2.RI.KID.3.1.b Describe the sequence of historical events in an informational text
						2.RI.KID.3.2.b Describe a set of scientific ideas or concepts in an informational text
						2.RI.KID.3.3.b Describe the steps of a technical procedure in an informational text
Strand: Craft and Structure (CAS)						
2.RI.CAS.4 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.						
						2.RI.CAS.4.1.b Determine the meaning of words and phrases about a topic or subject in an informational text
2.RI.CAS.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.RI.CAS.5.1-1.a Identify the key features of an informational text used to locate facts or information
						2.RI.CAS.5.1-2.a Locate facts or information by using key features of an informational text efficiently



2.RI.CAS.6 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.					
					2.RI.CAS.6.1.b Explain the main purpose of an informational text
Strand: Integration of Knowledge and Ideas (IKI)					
2.RI.IKI.7 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.					
					2.RI.IKI.7.1.b Describe the contributions of specific images to the meaning of a text
2.RI.IKI.8 8. Describe how reasons support specific points the author makes in a text.					
					2.RI.IKI.8.1.b Analyze how an author uses reasons to support points in an informational text
2.RI.IKI.9 9. Compare and contrast the most important points presented by two texts on the same topic.					
					2.RI.IKI.9.1.b Compare and contrast the points made by authors of two informational texts on the same topic
DOMAIN: Writing Standards					
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.					
Strand: Text Types and Purposes (TTP)					
2.W.TTP.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.W.TTP.1.1.c Introduce a topic or book when writing an opinion piece
					2.W.TTP.1.2.c State an opinion about a topic or text when writing an opinion piece
					2.W.TTP.1.3.c Support an opinion with reasons when writing an opinion piece
					2.W.TTP.1.4.c Use linking words and phrases to connect opinions and reasons when writing an opinion piece
					2.W.TTP.1.5.c Develop a concluding statement or section when writing an opinion piece
2.W.TTP.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.W.TTP.2.1.c Introduce a topic when writing an informative/explanatory text
					2.W.TTP.2.2.c Use facts and definitions to support points when writing an informative/explanatory text
					2.W.TTP.2.3.c Write a concluding statement or section when writing an informative/explanatory text
2.W.TTP.3 3. Write narratives 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.W.TTP.3.1.c Introduce a well elaborated event or short sequence of events when writing a narrative
					2.W.TTP.3.2.c Use details to describe thoughts, actions, and feelings when writing a narrative
					2.W.TTP.3.3.c Use temporal words to signal event order when writing a narrative
					2.W.TTP.3.4.c Create a sense of closure when writing a narrative
Strand: Production and Distribution of Writing (PDW)					
2.W.PDW.5 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
					2.W.PDW.5.1.c Strengthen writing based on comments and suggestions before producing and distributing writing
					2.W.PDW.5.2.b Edit writing to focus clearly on a topic before it is produced and distributed
2.W.PDW.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.W.PDW.6.1.c Use a variety of digital tools to produce and publish writing
Strand: Research to Build and Present Knowledge (RBK)					
2.W.RBK.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.W.RBK.7.1.c Participate in shared research projects
					2.W.RBK.7.2.c Participate in shared writing projects
2.W.RBK.8 8. Recall information from experiences or gather information from provided sources to answer a question.					
					2.W.RBK.8.1.a Recall information from experiences to include in a shared research project



					2.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project
DOMAIN: Speaking and Listening Standards						
By the end of the year, use oral language skills with appropriate complexity for grade 2.						
Strand: Comprehension and Collaboration (CAC)						
2.SL.CAC.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.						
					2.SL.CAC.1.1.c	Follow agreed-upon rules for group discussions
					2.SL.CAC.1.2.c	Link new comments to remarks made by others during a group discussion
					2.SL.CAC.1.3.c	Ask questions during a group discussion when further explanation about a topic or text is needed
2.SL.CAC.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.						
					2.SL.CAC.2.1-1.b	Identify key ideas from information presented orally
					2.SL.CAC.2.1-2.b	Identify key details from information presented orally
2.SL.CAC.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.						
					2.SL.CAC.3.1.c	Ask questions about the meaning of information presented by a speaker
					2.SL.CAC.3.2.c	Ask questions to gather additional information about what was said by a speaker
					2.SL.CAC.3.3.c	Answer questions about information presented by a speaker in order to demonstrate understanding
Strand: Presentation of Knowledge and Ideas (PKI)						
2.SL.PKI.4.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.						
					2.SL.PKI.4.1.c	Tell a story orally with appropriate facts and relevant details
					2.SL.PKI.4.2.c	Speak audibly in coherent sentences when telling a story orally
2.SL.PKI.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.SL.PKI.5.1.c	Create an audio recording of a presentation of a story or poem
					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
2.SL.PKI.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 for specific expectations.)						
					2.SL.PKI.6.1.c	Produce complete sentences in an oral presentation when appropriate to task and situation
DOMAIN: Language Standards						
By the end of the year, use language with appropriate complexity for grade 2.						
Strand: Conventions of Standard English (CSE)						
2.L.CSE.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
					2.L.CSE.1.1.c	Use collective nouns when speaking or writing
					2.L.CSE.1.2-1.b	Construct frequently occurring irregular plural nouns
					2.L.CSE.1.2-2.c	Use frequently occurring irregular plural nouns when speaking or writing
					2.L.CSE.1.3.c	Use reflexive pronouns when speaking or writing
					2.L.CSE.1.4-1.b	Construct the past tense of frequently occurring irregular verbs
					2.L.CSE.1.4-2.c	Use the past tense of frequently occurring irregular verbs when speaking or writing
					2.L.CSE.1.5-1.c	Use adjectives when speaking or writing
					2.L.CSE.1.5-2.c	Use adverbs when speaking or writing
					2.L.CSE.1.5-3.c	Use adjectives and adverbs appropriately when speaking or writing
					2.L.CSE.1.6-1.c	Produce complete sentences when speaking or writing
					2.L.CSE.1.6-2.c	Expand complete sentences when speaking or writing
					2.L.CSE.1.6-3.c	Rearrange complete sentences when speaking or writing
2.L.CSE.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						

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