

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Phonemic Awareness, Word Recognition and Fluency**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Phonemic Awareness, Phonics, Word Recognition, and Fluency	A. Use letter-sound correspondence knowledge and structural analysis to decode words.	1. Identify rhyming words with the same or different spelling patterns.  3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.  4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.  5. Segment letter, letter blends, digraphs and syllable sounds in words.  6. Distinguish and identify the beginning, middle and ending sounds in words.  6a. Including words which begin with blends and digraphs.  7a. Identify words as having either short- or long- vowel sounds.  7b. Hard and soft consonant sounds (c, g).
Fluency	B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.  C. At the end of the year, read with longer phrases, rate adjusted properly with a rate of 60-90 wpm.	2. Read regularly spelled multi-syllable words by sight.  8. Read and use a growing stock of sight words.  9. Read text using fluid and automatic decoding skills.  10. Read passages fluently with appropriate changes in voices, timing and expression with attention to punctuation.

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Acquisition of Vocabulary**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Contextual Understanding	A. Utilize context clues to determine the meaning of new vocabulary.	1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.  5. Read homographs (bow/bow), homophones (hair, hare) aloud correctly, adjusting sounds to fit meaning and use words in context.
Conceptual Understanding	B. Read accurately high-frequency word wall words.	4. Read accurately high-frequency word wall words.
Structural Understanding	C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.	8. Determine the meaning of prefixes including –non, un, re-, pre- and suffixes including –er, -est, -ful, -less.  9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.
Conceptual Understanding	D. Demonstrate the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).  3. Classify words into categories (e.g., colors, fruits, vegetables, synonyms, and antonyms).  6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.  7. Read, write, and form common contractions and abbreviations (ex. days of the week, months, Mr., Mrs., Ms.) and connect them to whole words.

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**Standard: Acquisition of Vocabulary**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Tools and Resources	E. Utilize resources to determine the meanings and pronunciations of unknown words.	10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology and textual features (index, table of contents, headings, bolded words, captions, sidebars, and photographs) .

## LANGUAGE ARTS

### Grade 2

#### Standard: Reading Process – Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Organizing Topic	Benchmark	Indicator
<p>Comprehension Strategies</p> <p>Independent Reading</p>	<p>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.</p>	<p>1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p> <p>5. Create and use graphic organizers such as Venn diagrams and webs, to demonstrate comprehension (e.g., story maps, KWL charts).</p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p> <p>4a. Provide regular opportunity for independent reading.</p>
<p>Comprehension Strategies</p>	<p>B. Make predictions from text clues and cite specific examples to support predictions.</p>	<p>2. Predict content, events and outcomes from illustrations and prior experience, and support those predictions with examples from the text or knowledge.</p>
<p>Comprehension Strategies</p>	<p>C. Draw conclusions from information in text.</p>	<p>1. Make inferences regarding events and possible outcomes from information in text.</p>
<p>Comprehension Strategies</p>	<p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p>	<p>3. Compare and contrast information in texts with prior knowledge and experience (text to self, text to text, text to world connections).</p> <p>4. Summarize text by using the main ideas from the beginning, middle, and end of the story in a paragraph.</p>
<p>Comprehension Strategies</p>	<p>E. Demonstrate comprehension by responding to questions (literal, informational and evaluative).</p>	<p>6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p>

**LANGUAGE ARTS****Grade 2****Standard: Reading Process – Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Self-Monitoring Strategies	F. Apply and adjust self-monitoring strategies to assess understanding of text.	<p>7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension. (Use fix-up strategies).</p> <p>8. Monitor reading comprehension by identifying word errors and self-correcting.</p>

**LANGUAGE ARTS****Grade 2****Standard: Reading Applications: Informational, Technical, and Persuasive Text**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Informational Texts	A. Utilize text features and structures to organize content, draw conclusions and build text knowledge.	1. Use textual features (tables of contents, glossary, captions, illustrations, index, headings, bolded words, sidebars and photographs) to identify information and comprehend text.
Informational Texts	B. Construct clarifying questions concerning essential elements of informational text.	<p>2. Arrange events from information text in sequential order.</p> <p>3. List questions about essential elements from information text (e.g., who, what, when, where, why and how) and identify answers.</p>
Informational Texts	C. Identify the central ideas and supporting details of information text.	4. Classify ideas from informational texts as main ideas or supporting details.
Informational Texts	D. Utilize visual aids as sources to gain additional information from text.	5. Identify and discuss information in diagrams, charts, graphs and maps independently and in whole group settings.
Informational Texts	E. Evaluate two- and three-step directions for proper sequencing and completeness.	6. Analyze a set of directions for proper sequencing.

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Reading Applications – Literary Text**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Literacy Texts	A. Compare and contrast plot across literary works.	1. Compare and contrast different versions of the same story. 2. Retell the beginning, middle, and end of a story including its important events in sequential order.
Literacy Texts	B. Utilize supporting details to identify and describe main ideas, characters, and setting.	3. Describe characters and setting (where and when).
Literacy Texts	C. Recognize the defining characteristics and features of different types of literary forms and genres.	4. Distinguish between poems, plays, fairy tales, fables, fiction 5 and nonfiction, folk tales, and tall tales.
Literacy Texts	D. Explain how an author’s word choice and use of methods influences the reader.	5. Identify words from texts that appeal to the senses using visualization comprehension strategies.
Literacy Texts	E. Identify the theme of a literary text.	6. Identify the theme of a text.

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Writing Process**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Prewriting	A. Develop ideas for written compositions.	1. Generate writing ideas through discussions with others.
Prewriting	B. Develop audience and purpose for self-selected and assigned writing tasks.	2. Develop a main idea for writing. 3. Develop a purpose and audience for writing.
Prewriting	C. Utilize organizers to clarify ideas for writing assignments.	4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 5. Organize writing with a developed beginning, middle and end.
Drafting, Revising and Editing	D. Utilize revision strategies and resources to improve ideas and content, organization, word choice and detail.	6. Use a range of complete sentences, including declarative, interrogative and exclamatory. 7. Include transitional words and phrases. 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate. 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle author's chair, rubric). 11. Add descriptive words and details and delete extraneous information. 12. Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.
Drafting, Revising and Editing	E. Edit to improve sentence fluency, grammar and usage.	13. Proofread writing to improve conventions and to construct complete sentences with complete subjects and complete predicate (e.g., grammar, spelling, punctuation and capitalization).
Drafting, Revising and Editing	F. Apply tools to judge the quality of writing.	14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

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**Grade 2**  
**Standard: Writing Process**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Drafting, Revising and Editing Publishing	G. Publish writing samples for display or sharing with others, using techniques such as electronic resources and graphics.	9. Use available technology to compose text.  15. Rewrite and illustrate writing samples for display and for sharing with others.

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Writing Application**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Publishing	A. Compare writings that convey a clear message and include well-chosen details.	1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.  4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.
Writing Applications	B. Write responses to literature that demonstrate an understanding of a literary work.	2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.
Publishing	C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.	3. Write letters or invitations that include relevant information and follow letter format (e.g., date, greeting, body, closing and signature).  3a. Know and write their complete address (street, city, state, and zip code).

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Writing Conventions**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Handwriting	A. Print legibly using appropriate spacing.	1. Print legibly, and space letters, words and sentences appropriately.
Spelling	B. Spell grade-appropriate words correctly.	2. Spell words with consonant blends & digraphs. 3. Spell, write, and use regularly used and word wall words correctly. 4. Spell words studied (2 <sup>nd</sup> grade mandatory core spelling words, word wall words) correctly. 5. Spell plurals and verb tenses correctly. 6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing, consonant doubling, f to v). 7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word, prefixes and suffixes).

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Writing Conventions**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Punctuation and Capitalization	C. Utilize conventions of punctuation and capitalization in written work.	8. Use periods, question marks and exclamation points as endpoints correctly. 9. Use quotation marks. 10. Use correct punctuation for contractions and abbreviations. 11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).
Grammar and Usage	D. Utilize grammatical structures in written work.	12. Use nouns (regular and plural), action verbs and adjectives correctly. 13. Use subjects and verbs that are in agreement. 14. Use personal pronouns. 15. Use past and present verb tenses (e.g., “we were” rather than “we was”). 16. Use nouns and pronouns that are in agreement.

**LANGUAGE ARTS**  
**Grade 2**  
**Standard: Research**

<b>Organizing Topic</b>	<b>Benchmark</b>	<b>Indicator</b>
Research	A. Generate questions for investigation, assigned topic or personal area of interest.	<ol style="list-style-type: none"> <li>1. Create questions for investigations, assigned topic or personal area of interest.</li> <li>2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).</li> <li>3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</li> <li>4. Identify important information, and write brief notes about the information.</li> </ol>
Research	B. Retell important details and findings.	<ol style="list-style-type: none"> <li>5. Sort relevant information about the topic into categories with teacher assistance.</li> <li>6. Report important findings to others.</li> </ol>

