

Second Grade Language Arts Standards and Benchmarks

Standard #1: Reading and Listening for Comprehension

Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

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| Benchmark #1-A: Listen to, read, react to, and retell information. | Performance Objective 1 | <input type="checkbox"/> Independently recall facts and details in text. |
| | Performance Objective 2 | <input type="checkbox"/> Increase vocabulary through reading, listening, and interacting. |
| Benchmark #1-B: Locate and use a variety of resources to acquire information across the curriculum | Performance Objective 1 | <input type="checkbox"/> Identify and use appropriate sources of information to accomplish a specific learning task. |
| | Performance Objective 2 | <input type="checkbox"/> Use print and electronic resources to access information (e.g., images, sound, text, and video). |
| | Performance Objective 3 | <input type="checkbox"/> Select an appropriate format to locate, gather, access, record, organize, and present information. |
| Benchmark #1-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information | Performance Objective 1 | <input type="checkbox"/> Pose possible How, Why, and What If questions to understand and/or interpret texts. |
| | Performance Objective 2 | <input type="checkbox"/> Recognize own difficulty in comprehending text. |
| | Performance Objective 3 | <input type="checkbox"/> Discuss similarities and differences in events and characters across stories. |
| | Performance Objective 4 | <input type="checkbox"/> Interpret information from diagrams, charts, and graphs. |
| Benchmark #1-D: Acquire reading strategies | Performance Objective 1 | <input type="checkbox"/> Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words). |
| | Performance Objective 2 | <input type="checkbox"/> Read most high-frequency and irregularly spelled words. |
| | Performance Objective 3 | <input type="checkbox"/> Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. |
| | Performance Objective 4 | <input type="checkbox"/> Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently. |
| | Performance Objective 5 | <input type="checkbox"/> Read aloud with fluency and comprehension grade-level text. |
| | Performance Objective 6 | <input type="checkbox"/> Increase vocabulary through reading, listening, and interacting. |
| | | <input type="checkbox"/> Recognize and express difficulty in comprehending text. |

Standard #2: Writing and Speaking for Expression

Definition: Students will communicate effectively through speaking and writing.

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| Benchmark #2-A: Demonstrate competence in speaking to convey information | Performance Objective 1 | <input type="checkbox"/> Increase vocabulary by listening and discussing responses to literature that is read and heard. |
| | Performance Objective 2 | <input type="checkbox"/> Explain and describe new concepts and information in own words. |
| | Performance Objective 3 | <input type="checkbox"/> Use oral communication to identify, organize, and analyze information. |
| | Performance Objective 4 | <input type="checkbox"/> Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation. |
| | Performance Objective 5 | <input type="checkbox"/> Identify and select an appropriate method to communicate, relevant to the audience and purpose. |
| | Performance Objective 6 | <input type="checkbox"/> Read aloud with fluency and comprehension grade-level text. |
| Benchmark #2-B: Apply grammatical and language conventions to communicate | Performance Objective 1 | <input type="checkbox"/> Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions. |
| | Performance Objective 2 | <input type="checkbox"/> Spell correctly using: <input type="checkbox"/> Previously studied words <input type="checkbox"/> Spelling patterns <input type="checkbox"/> Analysis of sounds |
| | Performance Objective 3 | <input type="checkbox"/> Identify format and mechanics in own writing. |
| | Performance Objective 4 | <input type="checkbox"/> Use capitalization punctuation, and paragraphs in own writing. |
| | Performance Objective 5 | <input type="checkbox"/> Use subject, predicate, and modifiers in sentences. |
| | Performance Objective 6 | <input type="checkbox"/> Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation. |
| | Performance Objective 7 | <input type="checkbox"/> Use letter formation, lines, and spaces to create readable documents. |
| | Performance Objective 8 | <input type="checkbox"/> Use plural forms of commonly used nouns and common age-appropriate contractions. |
| | Performance Objective 9 | <input type="checkbox"/> Use titles, tables, index, and chapter heading to locate information in expository text. |
| | Performance Objective 10 | <input type="checkbox"/> Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. |
| Benchmark #2-C: Demonstrate competence in the skills and strategies of the writing process | Performance Objective 1 | <input type="checkbox"/> Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences). |
| | Performance Objective 2 | <input type="checkbox"/> Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types). |
| | Performance Objective 3 | <input type="checkbox"/> Write structured, informative presentations and narratives when given help with organization. |
| | Performance Objective 4 | <input type="checkbox"/> Begin to assist others to edit writing. |

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| | | <input type="checkbox"/> Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose. |
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Standard #3: Literature and Media

Definition: Students will use literature and media to develop an understanding of people, societies, and the self.

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| <u>Benchmark #3-A:</u> Use language, literature, and media to gain and demonstrate awareness of cultures around the world | Performance Objective 1 | <input type="checkbox"/> Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, and homes) as found in literary works. |
| | Performance Objective 2 | <input type="checkbox"/> Increase vocabulary by listening to, reading, and responding to literary works. |
| | Performance Objective 3 | <input type="checkbox"/> Identify cultural characteristics in literature and media. |
| | Performance Objective 4 | <input type="checkbox"/> Demonstrate how similar themes are represented by different versions of stories from any cultures. |
| <u>Benchmark #3-B:</u> Identify the types of literature and the purpose and function of each type | Performance Objective 1 | <input type="checkbox"/> Identify differences between poetry and expository writing. |
| | Performance Objective 2 | <input type="checkbox"/> Compare and contrast plots, settings, and characters presented by different authors. |
| | Performance Objective 3 | <input type="checkbox"/> Identify the use of rhythm, rhyme, and alliteration in writing. |
| | Performance Objective 4 | <input type="checkbox"/> Take part in creative responses to dramatizations, oral presentations, and fantasy plays. |