

## Second Grade Correlation Benchmarks and Indicators Language Arts

### Phonemic Awareness, Word Recognition and Fluency Standard

#### 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 familiar words.
- \_\_\_\_\_ 5. Segment letter, letter blends and syllable sounds in words
- \_\_\_\_\_ 6. Distinguish and identify the beginning, middle and ending sounds in words.
- \_\_\_\_\_ 7. Identify words as having either short- or long-vowel sounds.

#### B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

- \_\_\_\_\_ 2. Read regularly spelled multi-syllable words by sight.
- \_\_\_\_\_ 8. Demonstrate a growing stock of sight words.
- \_\_\_\_\_ 9. Read text using fluid and automatic decoding skills.
- \_\_\_\_\_ 10. Read passages fluently with appropriate changes in voice, timing and expression.

### Acquisition of Vocabulary Standard

#### A. Use 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.

#### B. Read accurately high-frequency sight words.

- \_\_\_\_\_ 4. Read accurately high-frequency sight words.

#### C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.

- \_\_\_\_\_ 6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.
- \_\_\_\_\_ 7. Identify contractions and common abbreviations and connect them to whole words.
- \_\_\_\_\_ 8. Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less.
- \_\_\_\_\_ 9. Use root words (e.g., smiles) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.

#### D. Know 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).
- \_\_\_\_\_ 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.

#### E. Use resources to determine the meanings and pronunciations of unknown words.

- \_\_\_\_\_ 10. Determine the meanings and pronunciations of unknown words by using a beginner's dictionary, glossaries and technology.

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

### **A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.**

- \_\_\_\_\_ 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
- \_\_\_\_\_ 5. Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension.

### **B. Make predictions from text clues and cite specific examples to support predictions.**

- \_\_\_\_\_ 2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

### **C. Draw conclusions from information in the text.**

- \_\_\_\_\_ 4. Summarize text by recalling main ideas and some supporting details.

### **D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.**

- \_\_\_\_\_ 3. Compare and contrast information in texts with prior knowledge and experience.
- \_\_\_\_\_ 4. Summarize texts, by recalling main ideas and some supporting details.

### **E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).**

- \_\_\_\_\_ 6. Answer, literal inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### **F. Apply and adjust self monitoring strategies to assess understanding of text.**

- \_\_\_\_\_ 7. Monitor comprehension by recognizing when text does not make sense, and look back or read on to reinforce comprehension.
- \_\_\_\_\_ 8. Monitor reading comprehension by identifying word errors and self-correcting.

## **Reading Applications: Informational, Technical and Persuasive Text Standard**

### **A. Use text features and structures to organize content, draw conclusions and built text knowledge.**

- \_\_\_\_\_ 1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend texts.

### **B. Ask clarifying questions concerning essential elements of informational text.**

- \_\_\_\_\_ 3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.

### **C. Identify the central ideas and supporting details of informational text.**

- \_\_\_\_\_ 2. Arrange events from informational text in sequential order.
- \_\_\_\_\_ 4. Classify ideas from informational texts as main ideas or supporting details.

### **D. Use visual aids as sources to gain additional information from text.**

- \_\_\_\_\_ 5. Identify information in diagrams, charts, graphs and maps.

### **E. Evaluate two- and three-step directions for proper sequencing and completeness.**

- \_\_\_\_\_ 6. Analyze a set of directions for proper sequencing, clarity and completeness.

## Literary Text Standard

### A. Compare and contrast plot across literary works.

- \_\_\_\_\_1. Compare and contrast different versions of the same story.
- \_\_\_\_\_3. Retell the plot sequence.

### B. Use supporting details to identify and describe main ideas, characters and setting.

- \_\_\_\_\_2. Describe characters and setting.

### C. Recognize the defining characteristics and features of different types of literary forms and genres.

- \_\_\_\_\_4. Distinguish between stories, poems, plays, fairy tales and fables.

### D. Explain how an author's word choice and use of methods influence the reader.

- \_\_\_\_\_5. Identify words from texts that appeal to the senses.

### E. Identify the theme of a literary text.

- \_\_\_\_\_6. Identify the theme of a text.

## Writing Process Standard

### A. Generate ideas and determine a topic suitable for writing.

- \_\_\_\_\_1. Generate writing ideas through discussion with others.
- \_\_\_\_\_2. Develop a main idea for writing.

### B. Determine audience and purpose for self-selected and assigned writing tasks.

- \_\_\_\_\_3. Develop a purpose and audience for writing.

### C. Apply knowledge of graphic or other organizers to clarify ideas of writing assessments.

- \_\_\_\_\_4. Use organizational strategies (e.g., brainstorming, list, webs and Venn diagrams) to plan writing.

### D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.

- \_\_\_\_\_5. Organize writing with a developed beginning, middle and end.
- \_\_\_\_\_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 or author's chair).
- \_\_\_\_\_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.

### E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.

- \_\_\_\_\_6. Use a range of complete sentences, including declarative, interrogative and exclamatory.
- \_\_\_\_\_13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).

### F. Apply tools to judge the quality of writing.

- \_\_\_\_\_14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

### 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 displays and for sharing with others.

## Writing Applications Standard

### A. Compose 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.

### B. Write responses to literature that demonstrate an understanding of the literary work.

- \_\_\_\_ 2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.

### 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, proper salutation, body, closing and signature).

## Writing Conventions Standard

### A. Print legibly using appropriate spacing.

- \_\_\_\_ 1. Print legibly, and space letters, words and sentences appropriately.

### B. Spell grade-appropriate words correctly.

- \_\_\_\_ 2. Write words with consonant blends and diagraphs.  
\_\_\_\_ 3. Spell regularly used and high-frequency words correctly.  
\_\_\_\_ 4. Spell words studied (e.g., word lists, text 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).  
\_\_\_\_ 7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).

### C. Use 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 capitalization for contractions and abbreviations.  
\_\_\_\_ 11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).

### D. Use grammatical structures to effectively communicate ideas in writing.

- \_\_\_\_ 12. Use nouns, verbs and adjective 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.

## Research Standard

### A. Generate questions for investigation and gather information from a variety of sources.

- \_\_\_\_ 1. Create questions for investigations, assigned topic or personal area of interest.  
\_\_\_\_ 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).  
\_\_\_\_ 3. Acquire information with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, websites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.

### B. Retell important details and findings.

- \_\_\_\_ 4. Identify important information and write brief notes about the information.  
\_\_\_\_ 5. Sort relevant information into categories about the topic with teacher assistance.  
\_\_\_\_ 6. Report important findings to others.

## Communication: Oral and Visual Standard

### **A. Use active listening strategies to identify the main idea and gain information from oral presentation.**

- \_\_\_\_\_1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.
- \_\_\_\_\_3. Identify the main idea of oral presentations and visual media.

### **B. Connect prior experiences, insights and ideas to those of a speaker.**

- \_\_\_\_\_2. Compare what is heard with prior knowledge and experience.

### **C. Follow multi-step directions.**

- \_\_\_\_\_4. Follow two- and three-step oral directions.

### **D. Speak clearly and at an appropriate pace and volume.**

- \_\_\_\_\_5. Demonstrate an understanding of the rules of the English language.
- \_\_\_\_\_6. Select language appropriate to purpose and use clear diction and tone.
- \_\_\_\_\_7. Adjust volume to stress important ideas.

### **E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.**

- \_\_\_\_\_8. Deliver informational presentations that:
  - a. present events or ideas in a logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, with a clear beginning and ending;
  - e. include diagrams, charts or illustrations as appropriate; and
  - f. identify sources.
- \_\_\_\_\_9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
- \_\_\_\_\_10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).