

2nd Grade Literacy Standards and Benchmarks

Literature

Listen to and Read Literary Text

Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

- LA.02.LI.01** Listen to text and read text at or above grade level to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods.
- LA.02.LI.02** Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text

Demonstrate General Understanding

- LA.02.LI.03** Retell the sequence of the story.
- LA.02.LI.04** Identify and describe the plot, setting, and character(s) in the story.

Develop an Interpretation

- LA.02.LI.05** Recalls/Tells main idea of story. Make and confirm predictions about what will happen next.
- LA.02.LI.06** Describe cause-and-effect of specific events.

Examine Content and Structure

- LA.02.LI.07** Connect and compare similarities in characters and events across stories.
- LA.02.LI.08** Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.
- LA.02.LI.09** Take part in creative responses to texts such as dramatizations and oral presentations.

Reading

Decoding and Word Recognition

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

- LA.02.RE.01** Read regular multi-syllabic words.
- LA.02.RE.02** Use letter-sound correspondence knowledge to sound out unknown words.
- LA.02.RE.03** Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound "oy" in boy) when reading.
- LA.02.RE.04** Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant-vowel = sup/per).
- LA.02.RE.05** Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- LA.02.RE.06** Recognize common abbreviations (e.g. months, days, titles)
- LA.02.RE.07** Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.

CODE Identification:

EXAMPLE: LA.00.RE.01 LA= Language Arts..00=Grade (KDG)..RE=Reading...01= First indicator

LA.02.RE.08 By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90 wcpm (words correct per minute).

LA.02.RE.09 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Informational Text

Demonstrate General Understanding

LA.02.RE.27 Read informational texts for answers to specific questions or for specific purposes.

LA.02.RE.28 Recall facts and details in the text to clarify and organize ideas.

Develop an Interpretation

LA.02.RE.29 Pose possible answers to how, why, and what-if questions.

LA.02.RE.30 Connect the information in text to life experiences, text, and world.

Examine Content and Structure

LA.02.RE.31 Connect and compare information across selections.

Listen to and Read Informational and Narrative Text

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

LA.02.RE.10 Listen to, read, and understand a wide variety of grade-level informational and narrative text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

LA.02.RE.11 Demonstrate listening comprehension of more complex text through discussions.

LA.02.RE.12 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

LA.02.RE.13 Reread sentences when meaning is not clear.

LA.02.RE.14 Read voluntarily for interest and own purposes.

Read to Perform a Task

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

LA.02.RE.22 Read written directions, signs, captions, warning labels, and informational books.

LA.02.RE.23 Use titles, tables of contents, and chapter headings to locate information in text.

LA.02.RE.24 Interpret information from diagrams, charts, and graphs.

LA.02.RE.25 Alphabetize a list of words to the second letter.

LA.02.RE.26 Follow two-step written instructions.

LA.02.RE.32 Recognize non-literal meanings of phrases (i.e. "He's got your goat.", "It's raining cats and dogs.").

Vocabulary

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use them accurately across contents.

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- LA.02.RE.15** Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.
- LA.02.RE.16** Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.
- LA.02.RE.17** Know and explain antonyms and synonyms. (See appendix. CoL Pg. 104)
- LA.02.RE.18** Use knowledge of individual words in unknown compound words to predict their meaning (daydream).
- LA.02.RE.19** Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).
- LA.02.RE.20** Use context to identify simple multiple-meaning words (change, duck).
- LA.02.RE.21** Determine meanings of words by using a dictionary or glossary.

Speaking and Listening

Listening

Listen critically and respond appropriately across the subject areas.

- LA.02.SL.06** Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- LA.02.SL.07** Ask for clarification and explanation of stories and ideas.
- LA.02.SL.08** Retell in own words information that has been shared orally by others.
- LA.02.SL.09** Give and follow three- and four-step oral directions.

Speaking

Communicate supported ideas orally, visually, and through multi-media forms appropriate to topic, context, audience, and purpose ; organized in clear sequence, making connections and transitions.

- LA.02.SL.01** Retell stories in own words including characters, setting, and plot.
- LA.02.SL.02** Tell experiences in logical order.
- LA.02.SL.03** With guidance, report on a topic with supportive facts and details.
- LA.02.SL.04** With guidance, organize presentations to maintain a clear focus.
- LA.02.SL.05** Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Writing

Conventions

Capitalization

- LA.02.WR.19** Capitalize all proper nouns (names of specific people or things), words at the beginning of sentences and greetings, months and days of the week, holidays, cities, states and titles (Dr., Mr., Mrs., Miss) and initials of people

Grammar

- LA.02.WR.16** Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).
- LA.02.WR.17** Identify and begin to correctly write a few contractions with am (I'm), is (he's), will (I'll), not (isn't, can't).

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Handwriting

- LA.02.WR.20** Form letters correctly and space words and sentences properly so that printing can be read easily by another person.

Punctuation

- LA.02.WR.18** Use commas in the greeting (Dear Eric,) and closure of a letter (Love, or Your Friend,) and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).

Spelling

- LA.02.WR.12** Spell correctly words which are used frequently but do not fit common spelling patterns such as was, were, says, said, who, what, and why.
- LA.02.WR.13** Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
- LA.02.WR.14** Spell correctly previously studied words and spelling patterns in own writing including prefixes and suffixes.
- LA.02.WR.15** Represent all sounds in a word when spelling independently.

Planning, Evaluation, and Revision

Pre-write, draft, revise, edit, and publish across the subject areas.

- LA.02.WR.01** Create a list of ideas for writing.
- LA.02.WR.02** In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.
- LA.02.WR.03** With assistance, revise original drafts to improve sequence and provide more descriptive detail.
- LA.02.WR.04** With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

Research Report Writing

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

- LA.02.WR.26** Understand the purposes of various reference materials.
- LA.02.WR.27** Find ideas for writing in pictures and/or books.

Writing

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, & details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions.

- LA.02.WR.05** With guidance, make reasonable judgments about what to include in written compositions.
- LA.02.WR.06** Group related ideas to maintain a consistent focus.
- LA.02.WR.07** Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.
- LA.02.WR.08** Sequence three or more events.
- LA.02.WR.09** Select and use descriptive words when writing.
- LA.02.WR.10** Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).
- LA.02.WR.11** Use correct word order in written sentences.

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Writing Applications

Expository Writing (K-3)

- LA.02.WR.22** Write a brief description of a familiar object, person, place, or event.
Develop main idea. Use details to support the main idea.
- LA.02.WR.23** Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.
- LA.02.WR.24** Write instructions that illustrate multiple steps.
- LA.02.WR.25** With organizational help, begin writing brief informative reports.

Narrative Writing

- LA.02.WR.21** Write brief narratives based on personal experiences:
Move through a logical sequence of events.
Describe the setting, characters, objects, and events.

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