

Second Grade Language Arts Indicators

Student's Name: _____ Teacher: _____

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.

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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 build 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.

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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 discussions 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, lists, 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.

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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 digraphs.
 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 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.

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, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.

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Research Standard

- _____ 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).