

Wapsie Valley Community Schools
Standards and Benchmarks
Language Arts
Grade 2

Standard 1: The student uses the reading process to comprehend print.

Benchmark: The student applies a wide range of research-based strategies to comprehend text

- Uses multiple comprehension strategies (predicting, inferring, drawing conclusions, self-monitoring, verifying, cross-checking and summarizing) to read grade-appropriate texts
- Summarizes, synthesizes, extends ideas, and makes connections to background knowledge
- Understands the various purposes for reading (inform, entertain, express)
- Identifies main idea, cause and effect, sequence, problem/solution, compare/contrast to understand state information
- Classifies and categorizes key concepts
- Distinguishes between real and fantasy; fact and opinion
- Develops and uses graphic organizers before, during, and after reading
- Uses prediction, makes inferences, and draws conclusions

Benchmark: The student recognizes and understands vocabulary.

- Recognizes regular and irregular high-frequency words
- Recognizes and understands the meaning of common homonyms, homophones and homographs
- Uses punctuation, explanatory phrases, and overall sense to gain and monitor word meanings
- Uses picture clues and context clues to monitor word meanings
- Understands that words can have multiple meanings
- Classifies word meanings
- Knows abbreviations, acronyms, and shortened forms of words
- Develops vocabulary through reading
- Uses context clues for understanding words, phrases, and word referents
- Recognizes and understands synonyms and antonyms
- Understands selection vocabulary

Benchmark: The student uses phonics and structural analysis to decode unknown words.

- Uses a range of decoding strategies for more complex words
- Segments and combines prefixes and suffixes with base words
- Uses knowledge of plurals, possessives, contractions, compound words, syllabication, and common syllable patterns for word identification
- Uses fix-up strategies
- Uses knowledge of consonant sounds, r-controlled vowels, vowel digraphs and diphthongs, common word patterns and the schwa sound to decode unknown words

Benchmark: The student reads fluently.

- Reads smoothly at developmental level, with appropriate volume, phrasing, intonation, and pace

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Standard 2: The student reads for a variety of purposes and across content areas.

Benchmark: The student analyzes story elements and literary devices within a variety of genre.

- Recognizes story elements (characters, setting, goal, problem, multiple tries, solution)
- Explores how authors' voices evoke different responses and feelings
- Compares and describes how various cultures are represented in literature
- Identifies author's purpose (inform, entertain, express)
- Retells story sequence, events, details and ideas
- Recognizes author's craft and language
- Recognizes narration and dialogue
- Recognizes poetry forms: Diamante and Concrete

Benchmark: The student applies knowledge of text features and structures to comprehend informational text.

- Uses the title, illustrations, captions, table of contents, index, glossary, and headings as appropriate
- Understands sequence, cause/effect, main idea text structure
- Asks questions regarding essential elements of informational text (who, what, where, when, why, and how) and identifies answers
- Uses diagrams, charts, maps, and graphs
- Retells from informational text

Benchmark: The student reads independently for a variety of purposes.

- Sets a purpose and previews text in order to self-select appropriate reading materials
- Reflects on reading and responds in various ways
- Chooses to read silently for extended periods of time
- Chooses to read a variety of informational text and genre, both classic and contemporary
- Makes judgments about ideas in texts
- Compares and contrasts across ideas, genres, and cultures

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Standard 3: The student uses the writing process to communicate effectively.

Benchmark: The student applies a variety of strategies for composing a coherent message.

- Prewrites (brainstorms ideas, establishes a context for the piece, identifies a topic)
- Constructs a paragraph that consists of several sentences on one topic, in logical order
- Writes sentences that are complete and varied
- Applies sequence, description, and cause/effect text structure to expository writing
- Applies story structure to narrative writing
- Uses narration, dialogue, transitional phrases, and time-cue words
- Self-monitors writing to make sense
- Revises, edits, and proofreads as appropriate

Benchmark: The student demonstrates personal voice, clarity of language, and effective word choice.

- Expresses clear ideas
- Voice is engaging; well suited to purpose and audience
- Demonstrates varied, precise word choice
- Writes in first and third person

Benchmark: The student produces legible writing that is grammatically and mechanically correct.

- Prints legibly and forms letters according to adopted curriculum
- Segments and combines prefixes and suffixes with base words, applying increasingly complex spelling patterns
- Shows increasing control of writing conventions
- Uses correct spelling in final copy
- Spells words with blends, diagraphs, diphthongs, double vowels, r-control vowels, and irregular vowel patterns
- Spells regular and irregular high-frequency words correctly
- Uses a personal dictionary for spelling
- Understands relationships between verbs and verb tenses, nouns, pronouns, adjectives, and adverbs
- Capitalizes first word of a sentence, proper nouns, titles of books, titles of respect, greeting of a letter, holidays, days of the week, and months of the year
- Uses commas in addresses, dates, greetings, closings, and in a series
- Uses apostrophe in possessives and contractions
- Uses a wide range of syntactic patterns typical of spoken language
- Identifies run-on and complete sentences as well as sentence types, parts, fragments and ways to combine sentences
- Self-monitors writing so others can read it

Benchmark: The student writes fluently when prompted.

- Controls manuscript (holding pencil, paper position, stroke, posture)
- Writes without resistance when given the time, place, and materials
- Writes daily

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Standard 4: The student writes for a variety of purposes and across content areas.

Benchmark: The student uses knowledge of purpose, audience, text structure, and format in developing various forms of narrative, poetic, and expository text.

- Writes about experiences, stories, people, objects, or events
- Applies sequence, description, and cause/effect in expository writing
- Writes for personal use
- Composes a friendly letter
- Writes as a response to literature – connects text to self, and other texts
- Produces narratives with a beginning, middle, and end that contain character(s), setting, goal, problem, multiple events, and solution
- Writes three-step directions
- Writes a paragraph to inform others
- Composes simple forms of Cinquain and rhyming poetry

Benchmark: The student uses writing as a tool for learning.

- Records learning or ideas by writing sentences in a literature log or journal
- Uses graphic organizers to organize concepts
- Writes labels, notes, and captions
- Writes to reflect on/record the use of learning strategies

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Standard 5: The student interacts effectively as a speaker.

Benchmark: The student demonstrates control of delivery skills.

- Maintains eye contact
- Maintains a topic when speaking
- Speaks confidently in an audible voice in a variety of situations
- Asks questions for clarification and understanding
- Gains increasing control of conventional grammar and usage when speaking
- Responds appropriately to questions, directions, and spoken messages
- Enunciates words correctly
- Uses verbal and nonverbal communication in effective ways

Benchmark: The student uses oral language to communicate ideas appropriate to the time, place, occasion, purpose, and audience.

- Gives precise directions, accurate information, and convincing ideas while speaking
- Engages in discussions, supporting ideas with references
- Participates in informal book talks
- Develops vocabulary through discussions
- Uses appropriate and new vocabulary to describe feelings, experiences, ideas
- Connects experiences, ideas, and cultural traditions with those of others through speaking
- Reenacts, retells, and dramatizes stories and parts of stories
- Role-plays and uses creative movement to express ideas
- Uses language to monitor own actions and to get along with others

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Standard 6: The student interacts effectively as a listener.

Benchmark: The student demonstrates the behaviors of active listening.

- Maintains eye contact with the speaker
- Demonstrates attentive body language
- Listens attentively and responsively
- Listens to others' perspectives and ideas
- Responds appropriately in discussions to questions, directions, and spoken messages
- Self-monitors understanding of a spoken message and seeks clarification as necessary
- Listens to establish, maintain, and enhance relationships

Benchmark: The student uses listening skills to process information.

- Develops vocabulary through listening
- Monitors comprehension while listening to oral text and messages
- Understand the main ideas and supporting evidence in spoken messages
- Connects experiences, ideas, and cultural traditions with those of others through listening
- Responds appropriately to directions, text read aloud, and oral presentations
- Draws conclusions from oral text
- Understands sequence, description, cause/effect, and problem/solution text structure
- Understands and retells text and messages heard
- Infers traits, feelings, and motives of character when listening to oral text
- Visualizes a story being read
- Compares and describes similarities of plot, characters, and theme in literature when listening to oral text
- Compares and contrasts across selections, genres, and cultures
- Explores how the author's voice can evoke different responses and feelings
- Identifies author's views or purpose: inform, entertain, express

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Standard 7: The student creates, interprets and evaluates a variety of media.

Benchmark: The student uses knowledge of purpose, audience, and structure of various media to enhance learning.

- Discusses a variety of illustrations and illustrators, and their choices of techniques and media
- Discusses and uses information from illustrations, visuals, and media to construct meaning
- Produces artwork to reflect understanding of text
- Draws visual images based on text content
- Diagrams concepts
- Uses color to enhance images
- Creates technological images and text (i.e. KidPix, Kidspiration)

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Standard 8: The student investigates issues and ideas using a variety of sources.

Benchmark: The student accesses data from oral, print, and electronic media.

- Forms and revises relevant questions for inquiry
- Locates information he/she wants to read in print materials
- Recognizes that there are many references (print, media, human) for locating information and can locate many of these references without assistance
- Uses dictionary, table of contents, indexes, and glossary as reference
- Alphabetizes to second and third letter

Benchmark: The student interprets, evaluates, and synthesizes information to enhance learning.

- Interprets information from charts, tables, graphs, and maps
- Takes basic notes with assistance
- Uses graphic organizers with assistance