

Reading

GRADE 2

STANDARD 1

The student *understands and uses different skills and strategies to read.*

To meet this standard, the student will:

Benchmark 2R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 2R.1.1.1 Recognize and use the following skills to read and comprehend text: long vowel patterns
 - “r” controlled patterns
 - “l” controlled patterns
 - letter patterns
 - multi syllable words
 - basic sight words
 - compound words
 - antonyms
 - homonyms and synonyms
 - inflectional ending (ing, ed, s, es)
 - base words
 - diagraphs
 - consonant clusters
 - prefixes and suffixes
- 2R.1.1.2 Use meaning, context and pictures to comprehend a story
- 2R.1.1.3 Self monitor reading to make sure it looks right (phonics), sounds right (follows English), and makes sense
- 2R.1.1.4 Reread to confirm corrections

Benchmark 2R.1.2: Build vocabulary through reading

Indicators:

- 2R.1.2.1 Build vocabulary through read alouds and theme studies
- 2R.1.2.2 Build vocabulary through context clues
- 2R.1.2.3 Learn ABC order beyond the first letter to use dictionaries glossaries, and other sources
- 2R.1.2.4 Expand sight words
- 2R.1.2.5 Practice using affixes: prefixes, suffixes, base words to make new words
- 2R.1.2.6 Understand and use antonyms, homonyms and synonyms

Benchmark 2R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 2R.1.3.1 Understand how punctuation affects fluency
- 2R.1.3.2 Reread for fluency
- 2R.1.3.3 Read texts with increasing fluency
- 2R.1.3.4 Begin to adjust reading pace as needed to comprehend text
- 2R.1.3.5 Begin to read silently

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 2R.1.4: Understand elements of literature

Indicators:

- 2R.1.4.1 Understand story elements of fiction: plot, characters, setting, problem, solution
- 2R.1.4.2 Understand sentence structure, paragraphs, and chapters (e.g., students locate a sentence, paragraph, or chapter in a book)
- 2R.1.4.3 Read a variety of literary forms
- 2R.1.4.4 Be introduced to features of non-fiction such as headings, tables of contents, glossaries

Benchmark 2R.1.5: Use technology

Indicator:

- 2R.1.5.1 Use technology to learn information with assistance

Reading

GRADE 2

STANDARD 2

The student *understands the meaning of what is read.*

To meet this standard, the student will:

Benchmark 2R.2.1: Comprehend important ideas and details

Indicators:

- 2R.2.1.1 Demonstrate basic comprehension of the content: literary, informational, and task oriented texts (plays, and instructions)
- 2R.2.1.2 Begin to comprehend main ideas and supporting details
- 2R.2.1.3 Apply six effective reading strategies: predict/infer, self-question, think about words, monitor, summarize, and evaluate
- 2R.2.1.4 Connect previous experiences and knowledge when reading to understand characters, events, and information

Benchmark 2R.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- 2R.2.2.1 Begin to separate fact from fiction
- 2R.2.2.2 Compare and contract information in stories
- 2R.2.2.3 Use logical sequence to accurately retell stories
- 2R.2.2.4 Categorize and classify information from the text
- 2R.2.2.5 Identify causes and resulting effects
- 2R.2.2.6 Begin to use critical thinking when participating in small groups and whole class discussions about what has been read
- 2R.2.2.7 Become familiar with problem solving and decision making skills by using critical thinking

Benchmark 2R.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- 2R.2.3.1 Separate fact from opinion
- 2R.2.3.2 Recognize different purposes for writing: inform, instruct, persuade, entertain
- 2R.2.3.3 Recognize different styles for writing
- 2R.2.3.4 Apply information gained from reading to give a response or express insight
- 2R.2.3.5 Distinguish between fantasy and realism

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 2

STANDARD 3

The student reads different materials for a variety of purposes.

To meet this standard, the student will:

Benchmark 2R.3.1: Read to learn new information

Indicators:

- 2R.3.1.1 Observe and use signs, labels, and instructions in the environment
- 2R.3.1.2 Read to locate and use a variety of resource materials (use instructions, dictionaries, thesaurus, encyclopedia)
- 2R.3.1.3 Select resources to answer a question or solve a problem

Benchmark 2R.3.2: Read to perform a task

Indicators:

- 2R.3.2.1 Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions)
- 2R.3.2.2 Follow written directions

Benchmark 2R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 2R.3.3.1 Read, respond to, and evaluate a variety of traditional and contemporary literature
- 2R.3.3.2 Read multicultural literature
- 2R.3.3.3 Read literature with different views of family, friendship, culture and traditions

Benchmark 2R.3.4: Develop interests and share reading experiences

Indicator:

- 2R.3.4.1 Select favorite authors, subjects, books, and share with others
- 2R.3.4.2 Read for enjoyment
- 2R.3.4.3 Share literature with others

Benchmark 2R.3.5: Develop reading through technology

Indicator:

- 2R.3.5.1 Use basic electronic reference tools

Benchmark 2R.3.6: Recognize God's character through various written material

Indicator:

- 2R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 2

STANDARD 4

The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

Benchmark 2R.4.1: Assess strengths and need for improvement

Indicators:

- 2R.4.1.1 Set reading goals and monitor progress
- 2R.4.1.2 Identify and discuss own strategies to improve reading
- 2R.4.1.3 Recognize growth as a reader
- 2R.4.1.4 Participate in reading activities: keep a reading log, etc

Benchmark 2R.4.2: Seek and offer feedback to improve reading

Indicators:

- 2R.4.2.1 Ask for assistance if needed
- 2R.4.2.2 Respond to teacher feedback

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 2

STANDARD 1

The student *writes clearly and effectively*.

To meet this standard, the student will:

Benchmark 2W.1.1: Ideas, content, and organization

Indicators:

- 2W.1.1.1 Use details to enhance ideas
- 2W.1.1.2 Develop understanding of sequence, with a clear beginning, middle and end
- 2W.1.1.3 Choose own topic
- 2W.1.1.4 Represent one main idea in text
- 2W.1.1.5 Begin using a paragraph to organize text
- 2W.1.1.6 Be introduced to transitional words and phrases to facilitate logical order

Benchmark W.1.2: Use appropriate voice for audience and purpose

Indicators:

- 2W.1.2.1 Communicate own feelings and personal preferences in writing
- 2W.1.2.2 Practice describing own experiences through writing
- 2W.1.2.3 Begin writing for a specific audience

Benchmark W.1.3: Use word choice appropriate to the audience and purpose

Indicators:

- 2W.1.3.1 Begin using colorful language in writing: adverbs and adjectives
- 2W.1.3.2 Practice use of a variety of sentence beginnings and various sentence lengths and types

Benchmark W.1.4: Use sentence fluency appropriate to the audience and purpose

Indicators:

- 2W.1.4.1 Begin to use patterns and vocabulary from literature
- 2W.1.4.2 Practice use of descriptive language while writing
- 2W.1.4.3 Practice correct subject-verb agreement

Benchmark 2W.1.3: Apply writing conventions

Indicators:

- 2W.1.3.1 Write complete sentences
- 2W.1.3.2 Begin to use writing reference materials
- 2W.1.3.3 Use legible handwriting
- 3W.1.3.4 Begin to use capitalization and end punctuation accurately in final draft

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 2

STANDARD 2

The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

Benchmark 2W.2.1: Write for different audiences

Indicators:

- 2W.2.1.1 Become aware of and write to meet audience needs
- 2W.2.1.2 Share writing with others
- 2W.2.1.3 Publish own writing (class book, individual books)

Benchmark 2W.2.2: Write for different purposes integrating a Christian worldview

Indicators:

- 2W.2.2.1 Write in response to a teacher prompt
- 2W.2.2.2 Practice writing for different purposes such as: tell about something, name something, tell what happened, describe something, how to do something, factual summary and report, and tell a story for enjoyment

Benchmark 2W.2.3: Write in a variety of forms

Indicators:

- 2W.2.3.1 Be introduced to various forms of writing through read alouds
- 2W.2.3.2 Write using forms introduced in first grade: lists, journals, fiction, non-fiction, poetry, reports, and letters

Benchmark 2W.2.4: Write for real life applications

Indicators:

N/A

Benchmark 2W.2.5: Use technology as a tool in writing

Indicators:

- 2W.2.5.1 Create stories using appropriate software (kids words)
- 2W.2.5.2 Publish a paragraph using computer word processing
- 2W.2.5.3 Illustrate writing using drawing software
- 2W.2.5.4 Begin to use computerized reference resources

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 2W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 2W.2.6.1 Integrate Christian world view into a variety of written styles: poems, journals, reports and stories
- 2W.2.6.2 Write in a manner consistent with Christian values and world view

Writing

GRADE 2

STANDARD 3

The student understands and uses the steps of the writing process.

To meet this standard, the student will:

Benchmarks 2W.3.1: Pre-write

Indicators:

- 2W.3.1.1 Make connections from prior knowledge and experience
- 2W.3.1.2 Participate in prewriting activities: brainstorming, shared story, shared experience, art, role-playing, webbing, graphic organizers, illustrations, discussions
- 2W.3.1.3 Use children's literature as a basic for writing
- 2W.3.1.4 Select and organize ideas

Benchmark 2W.3.2: Draft

Indicators:

- 2W.3.2.1 Copy print
- 2W.3.2.2 Use own drawings, vocabulary, and spelling to create text
- 2W.3.2.3 Continue to organize ideas
- 2W.3.2.4 Dictate own story
- 2W.3.2.5 Write simple stories using inventive spelling is necessary

Benchmark 2W.3.3: Revise

Indicators:

- 2W.3.3.1 Give positive comments to author
- 2W.3.3.2 Ask questions of the author
- 2W.3.3.3 Accept and use feedback when appropriate
- 2W.3.3.4 Understand need for revising own work

Benchmark 2W.3.4: Edit

Indicators:

- 2W.3.4.1 Begin to edit independently
- 2W.3.4.2 Begin to use peers for editing
- 2W.3.4.3 Use teacher assistance for editing
- 2W.3.4.4 Begin to edit for spelling, punctuation (period, question mark, exclamation mark), capitalization (sentences or proper nouns)
- 2W.3.4.5 Reread to check for missing or necessary words
- 2W.3.4.6 Begin to use a dictionary

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 2W.3.5: Publish

Indicators:

- 2W.3.5.1 Begin to self select publishing options
- 2W.3.5.2 Begin using technology when appropriate
- 2W.3.5.3 Share writing with others
- 2W.3.5.4 Write story in legible (best) handwriting for publishing
- 2W.3.5.5 Listen while others share writing

Writing

GRADE 2

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 2W.4.1: Assess own strengths and needs for improvement

Indicators:

- 2W.4.1.1 Continue to view self as a writer
- 2W.4.1.2 Continue to understand need for revising and editing work
- 2W.4.1.3 Use established six-trait scoring criteria to reflect on and improve writing

Benchmark 2W.4.2: Seek and offer feedback

Indicators:

- 2W.4.2.1 Offer constructive feedback using established six-trait terms
- 2W.4.2.2 Accept and use feedback on own writing when appropriate

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 2

STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

Benchmark 2C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 2C.1.1.1 Communicate with teachers, small groups, and class
- 2C.1.1.2 Identify audience
- 2C.1.1.3 Be introduced to narrative and descriptive forms of speech

Benchmark 2C.1.2: Develop content and ideas

Indicators:

- 2C.1.2.1 Select own content/sources of information
- 2C.1.2.2 Begin to identify sources of information
- 2C.1.2.3 Begin to organize information in a sequential pattern
- 2C.1.2.4 Begin to describe ideas in own terms
- 2C.1.2.5 Share reasons for thoughts or events
- 2C.1.2.6 Use logic, argument, or emotion to persuade other

Benchmark 2C.1.3: Use effective delivery

Indicators:

- 2C.1.3.1 Observe others to see how to vary tone, pitch, and pace of speech to create effect
- 2C.1.3.2 Begin to use good posture and eye contact
- 2C.1.3.3 Begin to use facial expression, body movement, gestures to convey tone and mood appropriate to audience and message

Benchmark 2C.1.4: Use effective language and style

Indicators:

- 2C.1.4.1 Observe how others select words and illustrations to create an effect
- 2C.1.4.2 Use complete sentence
- 2C.1.4.3 Increase vocabulary

Benchmark 2C.1.5: Effectively use action, sound, and/or images to support presentation

Indicator:

- 2C.1.5.1 Communicate messages through oral, artistic, and graphic techniques

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 2C.1.6: Analyze and evaluate presentation

Indicators:

- 2C.1.6.1 Listen and watch while others present
- 2C.1.6.2 Offer positive feedback on others' presentations
- 2C.1.6.3 Self-correct presentation

Benchmark 2C.1.7: Demonstrate appropriate communication that is consistent with God's character

Indicator:

- 2C.1.7.1 Speak the truth in love

Communication

GRADE 2

STANDARD 2

The student *uses listening and observation skills to gain understanding.*

To meet this standard, the student will:

Benchmark 2C.2.1: Focus attention

Indicators:

- 2C.2.1.1 Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movement)
- 2C.2.1.2 Listen without interrupting
- 2C.2.1.3 Pay attention to oral stories, instructions, oral reports, assemblies and daily

Benchmark 2C.2.2: Listen and observe to gain and interpret information

Indicators:

- 2C.2.2.1 Respond to nonverbal communication
- 2C.2.2.2 Observe and identify details
- 2C.2.2.3 Interpret visual texts
- 2C.2.2.4 Listen for, identify, and verbalize the main idea, the details, fact & opinion and meaning
- 2C.2.2.5 Use listening strategies for following instructions (step by step, mental directions)

Benchmark 2C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 2C.2.3.1 Ask questions to clarify content and meaning
- 2C.2.3.2 Be introduced to paraphrasing skills for informative messages
- 2C.2.3.3 Practice using thinking skills to select information and give opinions
- 2C.2.3.4 Give explanations for observed facts and details in concrete situations

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 2

STANDARD 3

The student *uses interpersonal communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

Benchmark 2C.3.1: Use language to interact effectively and responsibly

Indicators:

- 2C.3.1.1 Use conversation skills: enter in, take turns, respond to others and close conversation
- 2C.3.1.2 Wait quietly and respond appropriately (a chat, a warning, a joke)
- 2C.3.1.3 Uses language that respects feelings, opinions and rights of others

Benchmark 2C.3.2: Work cooperatively as a member of a group

Indicators:

- 2C.3.2.1 Contribute to the group with ideas and effort
- 2C.3.2.2 Begin to assert own viewpoint

Benchmark 2C.3.3: Seek agreement and solutions through discussion

Indicators:

- 2C.3.3.1 Listen to others' ideas and opinions
- 2C.3.3.2 Learn to state a problem and work toward a solution
- 2C.3.3.3 Accept responsibility for actions
- 2C.3.3.4 Form ideas, and identify alternatives

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 2

STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

Benchmark 2C.4.1: Assess strength and need for improvement

Indicator:

2C.4.1.1 Identify and use strategies to improve communication

Benchmark 2C.4.2: Seek and offer feedback

Indicators:

2C.4.2.1 Listen and watch while others present

2C.4.2.2 Offer positive feedback to others

2C.4.2.3 Accept feedback from others and use it to improve own presentation

Benchmark 2C.4.3: Identify different sources of mass communication

Indicator:

2C.4.3.1 Compare and contrast: television, videos, computer, radio, newspaper, signs/posters, telephone

2C.4.3.2 Identify fact, opinion, and assumptions in mass communication

Benchmark 2C.4.4: Analyze how communication is used in career settings (real life settings)

Indicator:

N/A

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 2

STANDARD 1

The student *understands the usage and mechanics of grammar*

To meet this standard, the student will:

Benchmark 2G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

- 2G.1.1.1 Begin to identify and use simple punctuation and other writing mechanics
- 2G.1.1.2 Identify and use capitalization at the beginning of sentences and proper nouns
- 2G.1.1.3 Be familiar with capitalization rules

Benchmark 2G1.2: Understand sentence construction and proper English usage

Indicators:

- 2G.1.2.1 Use correct sentence structure (nouns, verbs, adjectives, adverbs and conjunctions)
- 2G.1.2.2 Identify and use correctly past and future verb tenses
- 2G.1.2.3 Expand vocabulary to include adjectives and adverbs
- 2G.1.2.4 Become familiar with contractions

Benchmark 2G1.3: Control structure

Indicators:

- 2G.1.3.1 Identify parts of simple sentences
- 2G.1.3.2 Recognize compound sentences

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 2

STANDARD 2

The student *understands and uses grammar conventions*.

To meet this standard, the student will:

Benchmark 2G.2.1: Employ basic conventions

Indicator:

2G.2.1.1 Transition from temporary to conventional spelling

Benchmark 2G.2.2: Employ basic knowledge of grammar

Indicators:

- 2G.2.2.1 Use and identify adjectives and adverbs when communicating
- 2G.2.2.2 Begin to use possessive pronouns
- 2G.2.2.3 Begin identifying irregular verbs
- 2G.2.2.4 Identify prepositions, pronouns, conjunctions and interjections

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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