

# District 89

## Second Grade Benchmarks

### **Phonemic Awareness**

*Phonemic awareness is an oral skill, that is, spoken words and sounds.*

- Repeats a sentence.
- Breaks sentence into separate words.
- Claps and counts words in a sentence.
- Recognizes rhyming words.
- Produces words that rhyme with a familiar word.
- Identifies beginning phoneme (individual sound).
- Blends individual words into compound words.
- Blends syllables into spoken words.
- Blends onset (beginning sound) with rime (ending syllable).
- Recognizes final phoneme (individual sound).
- Recognizes middle phoneme.
- Segments (separates) sentence into words.
- Segments syllables in words.
- Segments onsets and rimes.
- Segments phonemes.
- Substitutes one beginning sound with another.
- Substitutes ending sounds.
- Substitutes middle sounds.
- Adds words together to make compound words.
- Adds syllables to words or word parts.
- Adds beginning sounds to words.
- Adds ending sounds to words.
- Segments words in compound words.
- Deletes syllables from words.
- Deletes beginning sound from words.
- Deletes ending sound from words.

### **Phonics and Word Analysis**

*Phonics involves the connection of sounds to letters.*

- Uses a variety of decoding strategies, such as: word patterns, structural analysis, common endings, and vowel spellings to recognize new words.
- Decodes phonetically regular multi-syllable words.
- Recognizes irregular plurals, such as: children, mice, women, etc.
- Uses knowledge of base word and affixes (i.e. /re/, /ly/).
- Uses context and previous experiences to determine meaning of unfamiliar words in text.
- Recognizes the high frequency words on the District 89 Kindergarten, First Grade, and Second Grade lists.

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### **Comprehension and Fluency**

*Done with appropriate teacher support.*

- Uses pre-reading strategies, such as: prior knowledge, text structure, generating question, predicting, previewing, and setting purpose.
- Participates in proficient reader strategies, such as: making meaningful connection, inferring with support from the text, confirming predictions, determining importance of detail, and beginning to summarize.
- Continues using strategies after reading to increase understanding, such as: comparing and contrasting, drawing conclusion, cause and effect, character traits, setting, events, synthesis, and recording evidence from text to support conclusions.
- Reads and comprehends both fiction and nonfiction texts.
- Locates answers to questions before, during, and after reading to clarify understanding.
- Identifies the author's purpose and main idea.
- Recalls facts and details of texts during and after reading.
- Discusses similarities in characters and events across stories.
- Identifies story elements of plot, setting, characters, and events.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what if questions generated by nonfiction texts.
- Identifies and begins to interpret information presented in diagrams, charts, graphs, and maps.
- Reads aloud with expression, accuracy, and appropriate intonation, in a manner that enhances comprehension, paying attention to punctuation, dialogue, and author's verbal clues.
- Selects and reads books at an appropriate level, such as: longer chapter books with fewer illustrations.
- Reads independently for 20 minutes or longer.

### **Writing and Spelling**

*Done with appropriate teacher support.*

- Uses pre-writing strategies to generate and organize ideas.
- Writes using complete sentences.
- Writes a three to five sentence paragraph using proper form (topic sentence, details, and summary sentence).
- Uses correct punctuation (end marks), grammar, and capitalization in writing.
- Experiments with different forms of creative writing, such as: song, poetry, short fiction.
- Presents and discusses own writing with other students.
- Responds constructively to other students' compositions.
- Applies new vocabulary to enrich and enliven written composition.
- Uses basic components of the writing process (prewriting, drafting, and publishing) to develop narrative, persuasive and expository paragraphs with clear and definite purpose.
- Uses word analysis knowledge to attempt to spell unknown words.
- Spells the District 89 high frequency words on the Kindergarten – Second Grade lists, short vowel words, phonetically regular long vowel words, and compound words.

### **Listening and Speaking**

- Listen and responds politely and appropriately to speaker through movements, gestures, questions, and retelling.
- Listens and comprehends appropriate content material.
- Contributes relevant, appropriate information to discussions.

## District 89

# Second Grade Benchmarks

- Uses appropriate grammar, word choice, and pacing to express ideas clearly and creatively in an organized fashion.
- Generates questions gained from experiences, such as: field trips, visitors, stories, and discussion to gather information.
- Speaks in a clear, audible voice.