

Schoolwide Benchmark Assessment Plan

Language Arts Standards

Test 1 September
Test 2 November

Test 3 January
Test 4 March

		SECOND GRADE			SECOND GRADE	
Test	Standard	Category	Essential Language Standard		Kid Friendly Standards	
1	1.1	Word Analysis, Fluency, and Systematic Vocabulary Development	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	1.1	I can use spelling patterns to learn words (cat, sat, mat)	
1	1.2	Word Analysis, Fluency, and Systematic Vocabulary Development	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/ per</i> ; vowel-consonant/consonant-vowel = <i>sup/ per</i>).	1.2	I can break new words into syllables while reading.	
1	1.3	Word Analysis, Fluency, and Systematic Vocabulary Development	Decode two-syllable nonsense words and regular multi-syllable words.	1.3	I can read two-syllable words, even nonsense words.	
1	2.5	Reading Comprehension	Restate facts and details in the text to clarify and organize ideas.	2.5	I can retell a story using facts and detail	
1	1.1	Written and Oral English Language Conventions	Distinguish between complete and incomplete sentences.	1.1	I can write complete sentences using correct punctuation.	
1	1.1*	<i>Writing Strategies</i>	<i>Group related ideas and maintain a consistent focus.</i>	1.1	<i>I can write one topic at a time.</i>	
2	1.5	Word Analysis, Fluency, and Systematic Vocabulary Development	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/ flies, wife/ wives</i>).	1.5	I can recognize and read plural words.	
2	1.8	Word Analysis, Fluency, and Systematic Vocabulary Development	Use knowledge of individual words in unknown compound words to predict their meaning.	1.8	I can figure out the meaning of a compound word by using the meaning of the two words.	
2	1.3	Written and Oral English Language Conventions	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	1.3	I know how to use nouns and verbs when writing and speaking	
2	1.4	Written and Oral English Language Conventions	Use commas in the greeting and closure of a letter and with dates and items in a series.	1.4	I know how to use commas correctly.	
2	1.6	Written and Oral English Language Conventions	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	1.6	I know when to capitalize.	
2	1.7	Written and Oral English Language Conventions	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	1.7	I know how to spell irregular words.	
3	1.4	Word Analysis, Fluency, and Systematic Vocabulary Development	Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	1.4	I can abbreviate words.	
3	1.7	Word Analysis, Fluency, and Systematic Vocabulary Development	Understand and explain common antonyms and synonyms.	1.7	I know synonyms and antonyms.	
3	1.9	Word Analysis, Fluency, and Systematic Vocabulary Development	Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i>).	1.9	I know beginnings and endings of words.	

3	1.10	Word Analysis, Fluency, and Systematic Vocabulary Development	Identify simple multiple-meaning words	1.10	I am learning words that have more than one meaning
3	1.8	Written and Oral English Language Conventions	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	1.8	I know how to use spelling patterns when I write.
3	1.4	Writing Strategies	Revise original drafts to improve sequence and provide more descriptive detail.	1.4	I can improve something I have written.
4	2.4	Reading Comprehension	Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).	2.4	I know how to ask questions about what I have read.
4	2.6	Reading Comprehension	Recognize cause-and-effect relationships in a text.	2.6	I can ask why questions when I read. I am learning what causes things to happen in a story
4	3.1	Literary Response and Analysis	Compare and contrast plots, settings, and characters presented by different authors.	3.1	I know that plot means what happens in a story. I know that setting is where and when in a story.
4	3.3	Literary Response and Analysis	Compare and contrast different versions of the same stories that reflect different cultures.	3.3	I know how to read and understand stories told in different ways.
4	1.5	Written and Oral English Language Conventions	Use quotation marks correctly.	1.5	I know how to use quotation marks correctly.
4	2.1	Writing Applications (Genres and Their Characteristics)	Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	2.1	I can write a story that makes sense and has details.

*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.