

Standards Based Rubrics

Writing Applications

If you use a number scale, divide the number of points earned by number of traits.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

Grade 1

Writing Standard 2.1: Narrative Writing

- Write brief narratives describing an experience (e.g., fictional, autobiographical)

Writing Standard 2.2: Expository Descriptions

- Write brief expository descriptions of a real object, person, place, or event using sensory details

Grade 2

Writing Standard 2.1 - Narrative Writing

- Write brief narratives based on their experience that
 1. move through a logical sequence of events
 2. describe the setting, characters, objects, and events in detail

Writing Standard 2.2 - Friendly letter

- Write a friendly letter complete with date, salutation, body, closing, and signature

Grade 2 Instructional Overview and Considerations

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

In the second grade the language arts curriculum and instruction are focused on enhancing word recognition fluency, extending understanding of the narrative and informational text, and increasing proficiency in written and oral communication.

The second grade curriculum and instruction should emphasize increasing students' facility with the alphabetic writing system and with more complex units of text. It should also focus on applying knowledge of letter-sound correspondences to decode unfamiliar words. Further efforts should be made to help students link phonemic awareness of words and knowledge of letter sounds to build glossaries of familiar words, to use knowledge of spelling patterns, prefixes, and suffixes, and to increase sight vocabulary through extensive practice. Adequate initial reading instruction requires that students use reading to obtain meaning from print and have frequent opportunities to read.

They should extend their repertoire of reading-comprehension strategies for both narrative and informational text with instructional adjuncts (e.g., graphs, diagrams) and more sophisticated techniques for analyzing text (e.g., comparison and contrast). They should learn initial skills in editing, revising and coherent writing. Students should continue to work on written and oral English-language conventions as they develop their awareness of the parts of speech and the correct spelling of more complex word types. Listening comprehension and speaking expectations increase as second graders learn to paraphrase, clarify, explain, and report on information they hear, experience, and read.

The 1999 California Reading/Language Arts Curriculum Framework gives excellent guidelines, strategies, and many practical suggestions and examples that will help teachers select the best instructional resources and methods to teach all the components of the second grade language arts curriculum. Second grade topics covered include:

- instruction in advanced decoding and word recognition
- the teaching of rules for multisyllabic words
- the teaching of sight-word reading
- the teaching of prefixes and suffixes
- increasing reading fluency
- understanding the phases in the instruction of reading comprehension
- teaching literary response and analysis
- the teaching of writing that addresses spelling, organization, penmanship and revision
- the teaching of listening and speaking
- teaching organizational sequences of text (informational or narrative)
- the integration of the standards across domains, strands, and academic disciplines
- the required accommodation to assure meeting the needs of English language learners
- the needs of all students (universal access)
- effective approaches to assess student learning
-and more

Grade 2 Content and Instructional Connections

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

The following activities integrate standards across domains, strands, and academic disciplines. Teachers may wish to:

1. Reinforce the connections between phonemic awareness (hearing the sounds in words), phonological recordings (translating a printed word into its letter-sound correspondences), and translating sounds into print (spelling).
2. Extend the words that students can read (e.g., special vowel spellings, plurals) into their applied spelling and writing.
3. Incorporate words taken from vocabulary instruction (e.g., synonyms, words with prefixes) into exercises providing systematic opportunities to use words in sentences throughout the day.
4. Incorporate comprehension strategies into other content areas (e.g., reading a science textbook when appropriate) and practice those strategies.
5. Use story grammar elements as a common structure for comprehending, retelling, and composing stories.
6. Select appropriate content standards in science, mathematics, and history-social science to address within the allotted time for instruction in the language arts.

In addition to the above strategies, the framework offers a wealth of additional insights, tips, and strategies that will help teachers address all the specified standards and benchmarks. We highly recommend that all teachers have access to this valuable planning tool.

Grade 2 - Standards and Benchmark Proficiencies

READING – (R)

- Standard I** **Word Analysis, Fluency, and Systematic Vocabulary Development**
- Decoding and Word Recognition
 - Vocabulary and Concept Development
- Standard II** **Reading Comprehension**
- Structural Features of Information Materials
 - Comprehension and Analysis of Grade-Level-Appropriate Text
- Standard III** **Literary Response and Analysis**
- Narrative Analysis of Grade-Level-Appropriate Text

WRITING – (W)

- Standard I** **Writing Strategies**
- Organization and Focus
 - Penmanship
 - Research
 - Evaluation and Revision
- Standard II** **Writing Applications – Genres and Their Characteristics**
- Writing Applications

WRITTEN AND ORAL LANGUAGE CONVENTIONS – (WOL)

- Standard I** **Written and Oral Language Conventions**
- Sentence Structure
 - Grammar
 - Punctuation
 - Capitalization
 - Spelling

LISTENING AND SPEAKING – (LS)

- Standard I** **Listening and Speaking Strategies**
- Comprehension
 - Organization and Delivery of Oral Communication
- Standard II** **Speaking Applications–Genres and Their Characteristics**
- Speaking Applications

GRADE 2 - READING

(R)Standard I									
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>									
<p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Decoding and Word Recognition</i>				Timeline		Int.		Assessment	
Gr2.R.I.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.I.2 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>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.I.3 Decode two-syllable nonsense words and regular multisyllable words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.I.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.I.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.I.6 Read aloud fluently, accurately and with appropriate intonation and expression.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 2 - READING

(R)Standard I (continued)									
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>									
Legend									
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number									
Benchmarks									
<i>Vocabulary and Concept Development</i>				Timeline		Int.		Assessment	
Gr2.R.I.7	Understand and explain common antonyms and synonyms.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
		Q/T2	Ong.	SS	1	1	1	1	
		Q/T3	Ong.	M/C	2	2	2	2	
		Q4	Ong.	O	3	3	3	3	
Gr2.R.I.8	Use knowledge of individual words in unknown compound words to predict their meaning.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
		Q/T2	Ong.	SS	1	1	1	1	
		Q/T3	Ong.	M/C	2	2	2	2	
		Q4	Ong.	O	3	3	3	3	
Gr2.R.I.9	Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
		Q/T2	Ong.	SS	1	1	1	1	
		Q/T3	Ong.	M/C	2	2	2	2	
		Q4	Ong.	O	3	3	3	3	
Gr2.R.I.10	Identify simple multiple-meaning words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
		Q/T2	Ong.	SS	1	1	1	1	
		Q/T3	Ong.	M/C	2	2	2	2	
		Q4	Ong.	O	3	3	3	3	

GRADE 2 - READING

(R)Standard II *Reading Comprehension*

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In Grade two, students make substantial progress toward this goal.

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr2.R.II.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 2 - READING

(R)Standard II (continued)									
<i>Reading Comprehension</i>									
Legend									
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number									
Benchmarks									
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>				Timeline		Int.		Assessment	
Gr2.R.II.2 State the purpose in reading (i.e., tell what information is sought).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.II.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.II.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.II.5 Restate facts and details in the text to clarify and organize ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.II.6 Recognize cause-and-effect relationships in a text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.II.7 Interpret information from diagrams, charts, and graphs.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.II.8 Follow two-step written instructions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 2 - READING

(R)Standard III <i>Literary Response And Analysis</i>									
<p>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>				Timeline		Int.		Assessment	
Gr2.R.III.1 Compare and contrast plots, settings, and characters presented by different authors.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.III.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.III.3 Compare and contrast different versions of the same stories that reflect different cultures.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.R.III.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 2 - WRITING

(W)Standard I <i>Writing Strategies</i>							
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).							
Legend							
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Benchmarks							
<i>Organization and Focus</i>		Timeline		Int.		Assessment	
Gr2.W.I.1 Group related ideas and maintain a consistent focus.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.W.I.2 <i>Penmanship</i>		Timeline		Int.		Assessment	
Gr2.W.I.3 Create readable documents with legible handwriting.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.W.I.4 <i>Research and Technology</i>		Timeline		Int.		Assessment	
Gr2.W.I.5 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.W.I.6 <i>Evaluation and Revision</i>		Timeline		Int.		Assessment	
Gr2.W.I.7 Revise original drafts to improve sequence and provide more descriptive detail.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 2 - WRITING

(W)Standard II <i>Writing Applications (Genres and their Characteristics)</i>									
<p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard IV.</p> <p>Using the writing strategies of Grade two outlined in Writing Standard IV, students:</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Writing Applications</i>				Timeline		Int.		Assessment	
Gr2.W.II.1 Write brief narratives based on their experiences a) Move through a logical sequence of events. Include well-chosen details to develop the plot. b) Describe the setting, characters, objects, and events in detail.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.W.II.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 2

WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) Standard I									
<i>Written and Oral English Language Conventions</i>									
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write and speak with a command of standard English conventions appropriate to this grade level.</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Sentence Structure</i>				Timeline		Int.		Assessment	
Gr2.WOL.I.1. Write and speak in complete, coherent sentences	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.WOL.I.2. Recognize and use correct word order in written sentences.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Grammar</i>				Timeline		Int.		Assessment	
Gr2.WOL.I.3. Identify and correctly use singular and plural nouns.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Punctuation/Capitalization</i>				Timeline		Int.		Assessment	
Gr2.WOL.I.4. Use commas in the greeting and closure of a letter and with dates and items in a series..	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.WOL.I.5. Use quotation marks correctly.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr2.WOL.I.6. Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 2
WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) Standard I (continued)							
<i>Written and Oral English Language Conventions</i>							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Spelling</i>	Timeline		Int.	Assessment			
Gr2.WOL.I.7. Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.WOL.I.8. Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 2 LISTENING AND SPEAKING

(LS) STANDARD I							
<i>Listening and Speaking Strategies</i>							
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Comprehension</i>				Timeline	Int.	Assessment	
Gr2.LS.I.1. Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.LS.I.2. Ask for clarification and explanation of stories and ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.LS.I.3. Paraphrase information that has been shared orally by others.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.LS.I.4. Give and follow three- and four-step oral directions	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 2 LISTENING AND SPEAKING

(LS) STANDARD I (continued) *Listening and Speaking Strategies*

Legend

Q/T= Quarter or Trimester

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Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Organization and Delivery of Oral Communication</i>	Timeline		Int.	Assessment			
Gr2.LS.I.5. Organize presentations to maintain a clear focus.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr2.LS.I.6. Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr2.LS.I.7. Recount experiences in a logical sequence.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr2.LS.I.8. Retell stories, including characters, setting, and plot	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr2.LS.I.9. Report on a topic with supportive facts and details.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 2 LISTENING AND SPEAKING

STANDARD II

Speaking Applications (Genres and their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard VII.

Using the speaking strategies of grade two outlined in Listening and Speaking, Standard I, students:

Legend

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Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Speaking Applications</i>	Timeline		Int.	Assessment			
Gr2.LS.II.1. Recount experiences or present stories: a) Move through a logical sequence of events. b) Describe story elements (e.g., characters, plot, setting)	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr2.LS.II.2. Report on a topic with facts and details, drawing from several sources of information	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3