

Language Arts/English Curriculum

Grade 2

The language arts curriculum includes objectives that support students' development in the skills of reading, writing, and oral language. These skills are developed through direct instruction, modeling by teachers, and guided practice. Teachers plan a balance of learning experiences that build upon oral language and include phonemic awareness, phonics, and use of fiction and nonfiction for reading practice.

ELA.G2

Standard 1

DEMONSTRATE AN UNDERSTANDING OF ORAL LANGUAGE STRUCTURE

The student will demonstrate an understanding of oral language structure.



Benchmark 1.a

Create Oral Stories to Share with Others

The student will create oral stories to share with others.



Indicator 1.a.1

Use the story structure of beginning, middle, end to tell story

Use the story structure of beginning, middle, and end to tell a story of an experience.



Indicator 1.a.2

Add elaboration & detail while recounting, describing an event

Add appropriate elaboration and detail while recounting or describing an event.



Benchmark 1.b

Create and Participate in Oral Dramatic Activities

The student will create and participate in oral dramatic activities.



Indicator 1.b.1

Maintain & manipulate voice to convey mood

Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood.



Indicator 1.b.2

Dramatize familiar stories

Dramatize familiar stories.



Indicator 1.b.3

Recognize the rhythms and patterns of language

Recognize the rhythms and patterns of language.



Indicator 1.b.4

Create & participate in role-playing or dramatic play based on lit

Create and participate in role-playing or dramatic play based on literature.



Indicator 1.b.5

Retell stories and participate in choral reading

Retell stories and participate in choral reading.

**Benchmark 1.c****Use Correct Verb Tenses in Oral Communication**

The student will use correct verb tenses in oral communication.

**Indicator 1.c.1****Use present, past, and future tenses appropriately**

Use present, past, and future tenses appropriately.

**Indicator 1.c.2****Demonstrate subject-verb agreement**

Demonstrate subject-verb agreement.

**Indicator 1.c.3****Develop knowledge of correct language usage in discussion**

Develop knowledge of correct language usage in discussion.

**Benchmark 1.d****Use Increasingly Complex Sentence Structures in Oral Communication**

The student will use increasingly complex sentence structures in oral communication.

**Indicator 1.d.1****Use more complex sentence structure with conjunctions**

Use more complex sentence structure with conjunctions, such as *while, when, if, because, so,* and *but*, when describing events and giving explanations.

**Indicator 1.d.2****Provide a referent for pronouns**

Provide a referent for pronouns.

**ELA.G2****Standard 2****CONTINUE TO EXPAND LISTENING AND SPEAKING VOCABULARIES**

The student will continue to expand listening and speaking vocabularies.

**Benchmark 2.a****Use Words That Reflect Growing Range of Interests, Knowledge**

The student will use words that reflect a growing range of interests and knowledge.

**Indicator 2.a.1****Listen to & discuss fiction & nonfiction trade books & other materials**

Listen to and discuss fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics.

**Indicator 2.a.2****Use specific vocab from content study to express interests & knowledge**

Use specific vocabulary from content study to express interests and knowledge.

**Indicator 2.a.3****Discover and use interesting words and phrases**

Discover and use interesting words and phrases.

Indicator 2.a.4

 **Ask questions to explore a topic of study**

Ask questions to explore a topic of study.

 **Benchmark 2.b**
Clarify and Explain Words and Ideas Orally

The student will clarify and explain words and ideas orally.

 **Indicator 2.b.1**
Use appropriate language to express ideas, opinions, and feelings

Use appropriate descriptive language to express ideas, opinions, and feelings.

 **Indicator 2.b.2**
Use language to categorize objects, people, places, or events

Use language to categorize objects, people, places, or events.

 **Indicator 2.b.3**
Explain the meanings of words within the context of how they are used

Explain the meanings of words within the context of how they are used.

 **Indicator 2.b.4**
Ask questions to clarify or gain further information

Ask questions to clarify or gain further information.

 **Benchmark 2.c**
Follow Oral Directions with Three or Four Steps

The student will follow oral directions with three or four steps.

 **Indicator 2.c.1**
Follow three-step and four-step directions

Follow three-step and four-step directions.

 **Benchmark 2.d**
Give Three-Step and Four-Step Directions

The student will give three-step and four-step directions.

 **Indicator 2.d.1**
Give three-step and four-step directions


Give three-step and four-step directions.

 **Indicator 2.d.2**
Sequence three or four steps chronologically in oral directions

Sequence three or four steps chronologically in oral directions.

 **Benchmark 2.e**
Identify and Use Synonyms and Antonyms in Oral Communication

The student will identify and use synonyms and antonyms in oral communication.

 **Indicator 2.e.1**

Recognize when words are used orally to mean opposite things

Recognize when two or more different words are being used orally to mean contrasting or opposite things.

**Indicator 2.e.2****Recognize when words are used orally to mean similar things**

Recognize when different words are being used orally to mean the same or similar things.

**Indicator 2.e.3****Use synonyms and antonyms in oral communication**

Use synonyms and antonyms in oral communication.

**ELA.G2****Standard 3****USE ORAL COMMUNICATION SKILLS**

The student will use oral communication skills.

**Benchmark 3.a****Use Oral Language for Different Purposes**

The student will use oral language for different purposes: to inform, to persuade, and to entertain.

**Indicator 3.a.1****Select vocab & nonverbal expressions appropriate for audience**

Select vocabulary and nonverbal expressions appropriate to purpose and audience.

**Indicator 3.a.2****Speak clearly and distinctly**

Speak clearly and distinctly.

**Indicator 3.a.3****Use proper pitch and volume**

Use proper pitch and volume.

**Indicator 3.a.4****Express ideas clearly and in an organized manner**

Express ideas clearly and in an organized manner.

**Indicator 3.a.5****Share opinions about and reactions to literature**

Share opinions about and reactions to literature.

**Indicator 3.a.6****Discuss the topic of informational text**


Discuss the topic of informational text.


**Benchmark 3.b****Share Stories or Information Orally with an Audience**


The student will share stories or information orally with an audience.


**Indicator 3.b.1****Share with an audience stories or information relevant to a topic**


Share with an audience stories or information relevant to a topic.


 **Indicator 3.b.2**
Share and retell an experience in a logical order
Share and retell an experience in a logical order.


 **Indicator 3.b.3**
Participate in shared reading
Participate in shared reading.


 **Indicator 3.b.4**
Share info (from any source) about a specific topic with classmates
Share information (from any source) about a specific topic with classmates.

 **Indicator 3.b.5**
Plan how to address the audience
Plan how to address the audience.


 **Benchmark 3.c**
Participate as a Contributor and Leader in a Group
The student will participate as a contributor and leader in a group.


 **Indicator 3.c.1**
Carry out a specific group role, such as leader, recorder, etc.
Carry out a specific group role, such as leader, recorder, materials manager, or reporter.


 **Indicator 3.c.2**
Confer with small-group members about how to present info to class
Confer with small-group members about how to present information to the class.

 **Indicator 3.c.3**
Contribute info, ask questions, clarify, etc. in a small-group setting
Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting.

 **Indicator 3.c.4**
Stay on topic, make appropriate contributions during class discussions
Stay on topic and make appropriate contributions during class discussions.

 **Indicator 3.c.5**
Report and discuss results of a group activity
Report and discuss results of a group activity.

 **Benchmark 3.d**
Summarize Information Shared Orally By Others
The student will summarize information shared orally by others.

 **Indicator 3.d.1**
Summarize information shared orally by others
Summarize information shared orally by others.

USE PHONETIC STRATEGIES WHEN READING AND SPELLING

The student will use phonetic strategies when reading and spelling.

 **Benchmark 4.a****Use Knowledge of Consonants, Etc. to Decode and Spell Words**

The student will use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.

 **Indicator 4.a.1****Apply knowledge of consonants & consonant blends to decode, spell**

Apply knowledge of consonants and consonant blends to decode and spell words.

 **Indicator 4.a.2****Apply knowledge of consonant digraphs to decode and spell words**

Apply knowledge of consonant digraphs (*sh, wh, ch, th*) to decode and spell words.

 **Benchmark 4.b****Use Knowledge of Vowel Patterns to Decode and Spell Words**

The student will use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

 **Indicator 4.b.1****Apply knowledge of vowel patterns to decode and spell words**

Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words.

 **Indicator 4.b.2****Apply knowledge of r-controlled vowel patterns to decode, spell words**

Apply knowledge of r-controlled vowel patterns to decode and spell words.

 **Indicator 4.b.3****Use knowledge of letter-sound associations when reading & writing**

Use knowledge of letter-sound associations when reading and writing.

 **Indicator 4.b.4****Use knowledge of dependable rimes & word patterns when reading, etc.**

Use knowledge of dependable rimes and word patterns when reading and writing.

 **Benchmark 4.c****Decode Regular Multisyllabic Words**

The student will decode regular multisyllabic words.

 **Indicator 4.c.1****Read regularly spelled one- and two-syllable words automatically**

Read regularly spelled one- and two-syllable words automatically.

 **Indicator 4.c.2****Decode regular multisyllabic words**


Decode regular multisyllabic words.

 **Indicator 4.c.3****Analyze compound words to aid understanding**

Analyze compound words to aid understanding.

 **Benchmark 4.d****Use Phonetic Strategies to Self-Correct Reading**

The student will use phonetic strategies to self-correct reading.

 **Indicator 4.d.1****Use phonetic strategies to self-correct when meaning breaks down**


Use phonetic strategies to self-correct reading when meaning breaks down.

**ELA.G2****Standard 5****USE MEANING CLUES AND LANGUAGE STRUCTURE WHEN READING**


The student will use meaning clues and language structure when reading.

 **Benchmark 5.a****Use Information in the Story to Read Words**


The student will use information in the story to read words.

 **Indicator 5.a.1****Use prior knowledge to interpret pictures in order to predict text**

Use prior knowledge to interpret pictures and diagrams in order to predict text.

 **Indicator 5.a.2****Use meaning clues to support decoding**


Use meaning clues to support decoding.

 **Indicator 5.a.3****Reread for meaning**


Reread for meaning.

 **Benchmark 5.b****Use Knowledge of Sentence Structure**


The student will use knowledge of sentence structure.

 **Indicator 5.b.1****Use surrounding words in a sentence to determine the meaning of a word**


Use surrounding words in a sentence to determine the meaning of a word.

 **Indicator 5.b.2****Use context to determine which of multiple meanings of a word to use**


Use the context of the sentence to distinguish which of the multiple meanings of a word makes sense.


 **Indicator 5.b.3****Use knowledge of word order to check for meaning**


Use knowledge of word order, including subject, verb, and adjectives, to check for meaning.

 **Indicator 5.b.4****Reread to clarify meaning**


Reread to clarify meaning.


 **Indicator 5.b.5**
Discuss homophones
Discuss homophones.


 **Benchmark 5.c**
Use Knowledge of Story Structure and Sequence
The student will use knowledge of story structure and sequence.


 **Indicator 5.c.1**
Use story structure, titles, pictures, etc. to check for meaning
Use story structure, titles, pictures, and diagrams to check for meaning.


 **ELA.G2**
Standard 6
USE LANGUAGE STRUCTURE TO EXPAND VOCAB WHEN READING
The student will use language structure to expand vocabulary when reading.


 **Benchmark 6.a**
Use Knowledge of Prefixes and Suffixes
The student will use knowledge of prefixes and suffixes.


 **Indicator 6.a.1**
Use common prefixes and suffixes to decode words
Use common prefixes and suffixes to decode words.

 **Indicator 6.a.2**
Demonstrate an understanding of common prefixes
Demonstrate an understanding of common prefixes, such as un-, re-, dis-, pre-, and mis-.

 **Indicator 6.a.3**
Demonstrate an understanding of common suffixes
Demonstrate an understanding of common suffixes, such as -er, -y, -ful, -less, -est, and -ly.

 **Benchmark 6.b**
Use Knowledge of Contractions and Singular Possessives
The student will use knowledge of contractions and singular possessives.

 **Indicator 6.b.1**
Demonstrate an understanding of the meaning of contractions
Demonstrate an understanding of the meaning of contractions.

 **Indicator 6.b.2**
Demonstrate understanding of apostrophe in singular possessive words
Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., Mary's).

 **Benchmark 6.c**
Use Knowledge of Simple Abbreviations

The student will use knowledge of simple abbreviations.



Indicator 6.c.1

Identify simple abbreviations for titles, calendar words, etc.

Identify simple abbreviations, including those for titles (e.g., *Mr.*, *Mrs.*, *Ms.*, and *Dr.*), calendar words (e.g., *Jan.*, *Feb.*, *Mon.*, *Tue.*), and address words (e.g., *St.*, *Rd.*).



Benchmark 6.d

Use Knowledge of Antonyms and Synonyms

The student will use knowledge of antonyms and synonyms.



Indicator 6.d.1

Supply synonyms and antonyms for a given word

Supply synonyms and antonyms for a given word.



ELA.G2

Standard 7

READ FICTION, NONFICTION USING VARIETY OF STRATEGIES

The student will read fiction and nonfiction, using a variety of strategies independently.



Benchmark 7.a

Preview the Selection by Using Pictures, Diagrams, Titles, Etc.

The student will preview the selection by using pictures, diagrams, titles, and headings.



Indicator 7.a.1

Use prior knowledge to predict information

Use prior knowledge to predict information.



Indicator 7.a.2

Interpret illustrations to make predictions about the text

Interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.



Indicator 7.a.3

Use titles and headings to generate ideas about the text

Use titles and headings to generate ideas about the text.



Benchmark 7.b

Set Purpose for Reading

The student will set purpose for reading.



Indicator 7.b.1

Skim text for section headings, bold type, etc. to help set purpose

Skim text for section headings, bold type, and picture captions to help set a purpose for reading.



Indicator 7.b.2

Set a purpose for reading

Set a purpose for reading.

**Benchmark 7.c****Read Stories, Poems, and Passages with Fluency and Expression**

The student will read stories, poems, and passages with fluency and expression.

**Indicator 7.c.1****Pause at commas and periods during oral reading**

Pause at commas and periods during oral reading.

**Indicator 7.c.2****Practice reading text on independent reading level**

Practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression.

**Indicator 7.c.3****Apply phonics, etc. to decode words and increase fluency**

Apply phonics, meaning clues, and language structure strategies to decode words and increase fluency.

**Indicator 7.c.4****Use print clues, such as bold type & italics, to assist in reading**

Use print clues, such as bold type, italics, and underlining, to assist in reading.

**Benchmark 7.d****Reread and Self-Correct When Necessary**

The student will reread and self-correct when necessary.

**Indicator 7.d.1****Use phonics, meaning clues, etc. to reread and self-correct**

Use phonics, meaning clues, and language structure strategies to reread and self-correct.

**Indicator 7.d.2****Understand that what one reads or writes should make sense**

Understand that what one reads or writes should make sense.

**Indicator 7.d.3****Recognize when an error has been made while reading**

Recognize when an error has been made while reading.

**Indicator 7.d.4****Cross-check one source of information against another**

Cross-check one source of information against another.

**Indicator 7.d.5****Apply reading strategies**

Apply reading strategies.

**Indicator 7.d.6****Describe strategies used to solve reading and writing problems**

Describe strategies used to solve reading and writing problems.

**ELA.G2****Standard 8****READ, DEMONSTRATE COMPREHENSION OF FICTION & NONFICTION**

The student will read and demonstrate comprehension of fiction and nonfiction.

 **Benchmark 8.a****Make Predictions About Content**

The student will make predictions about content.

**Indicator 8.a.1****Use information from the text to make predictions**

Use information from the text to make predictions.

**Indicator 8.a.2****Apply knowledge of story structure to predict what will happen next**

Apply knowledge of story structure to predict what will happen next.

**Indicator 8.a.3****Use knowledge of sequence to make predictions**

Use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions.

**Indicator 8.a.4****Predict action of a story and story outcomes**

Predict action of a story and story outcomes.

**Indicator 8.a.5****Predict information an author will include**

Predict information an author will include.

 **Benchmark 8.b****Read to Confirm Predictions**

The student will read to confirm predictions.

**Indicator 8.b.1****Use information from a selection to confirm predictions**

Use information from a selection to confirm predictions.

**Indicator 8.b.2****Find evidence to support predictions**

Find evidence to support predictions.

**Indicator 8.b.3****Know when a prediction has been confirmed or not confirmed**

Know when a prediction has been confirmed or not confirmed.

**Indicator 8.b.4****Revise predictions while reading**

Revise predictions while reading.

 **Benchmark 8.c****Relate Previous Experiences to the Topic**

The student will relate previous experiences to the topic.

Indicator 8.c.1

**Use own experiences to make sense of & talk about a topic**

Use knowledge from their own experiences to make sense of and talk about a topic.

**Indicator 8.c.2****Read fiction & nonfiction print materials & trade books**

Read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

**Indicator 8.c.3****Make connections between experiences & what was heard, read, etc.**

Make connections between previous experiences and what was heard, read, or viewed.

**Indicator 8.c.4****Make comparisons with other stories or articles heard or read**

Make comparisons with other stories or articles heard or read.

**Benchmark 8.d****Ask and Answer Questions About What is Read**

The student will ask and answer questions about what is read.

**Indicator 8.d.1****Ask & answer simple who, what, when, where, why, how questions**

Ask and answer simple who, what, when, where, why, and how questions.

**Indicator 8.d.2****Ask questions to clarify understanding**

Ask questions to clarify understanding.

**Indicator 8.d.3****Develop questions to gather information**

Develop questions to gather information.

**Benchmark 8.e****Locate Information to Answer Questions**

The student will locate information to answer questions.

**Indicator 8.e.1****Locate info in textbooks & other trade books to answer questions**

Locate information in textbooks and other trade books to answer questions.

**Indicator 8.e.2****Begin to skim for information**


Begin to skim for information.


**Indicator 8.e.3****Organize information, using graphic organizers**


Organize information, using graphic organizers.


**Indicator 8.e.4****Begin to use knowledge of transition words (signal words)**


Begin to use knowledge of transition words (signal words), such as *first*, *next*, and *soon*, to understand how information is organized.

-  **Indicator 8.e.5**
Support opinions with statements from text
Support opinions with statements from text.
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-  **Benchmark 8.f**
Describe Characters, Setting, etc. in Fiction and Poetry
The student will describe characters, setting, and important events in fiction and poetry.


-  **Indicator 8.f.1**
Write responses to what they read
Write responses to what they read.


-  **Indicator 8.f.2**
Use the framework of beginning, middle, and end to retell story events
Use the framework of beginning, middle, and end to retell story events.


-  **Indicator 8.f.3**
Describe a character's traits, feelings, etc. as presented in a story
Describe a character's traits, feelings, and actions as presented in a story.


-  **Indicator 8.f.4**
Notice literary patterns such as repetition & rhyme in stories & poems
Notice literary patterns such as repetition and rhyme in stories and poems.

-  **Indicator 8.f.5**
Demonstrate understanding by retelling what has been read
Demonstrate understanding by retelling what has been read.
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-  **Benchmark 8.g**
Identify the Problem, Solution, and Main Idea
The student will identify the problem, solution, and main idea.


-  **Indicator 8.g.1**
Describe the setting and important events of a story
Describe the setting and important events of a story.


-  **Indicator 8.g.2**
Identify the problem and solution presented in a story
Identify the problem and solution presented in a story.


-  **Indicator 8.g.3**
Identify the main idea
Identify the main idea.


-  **Indicator 8.g.4**
Identify the steps taken to solve the problem
Identify the steps taken to solve the problem.
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-  **Benchmark 8.h**
Follow the Order of Information
The student will follow the order of information.


 **Indicator 8.h.1**
Identify the steps in a functional text such as recipes or directions
Identify the steps in a functional text such as recipes or other sets of directions.


 **Indicator 8.h.2**
Follow the steps in a set of written directions
Follow the steps in a set of written directions.


 **Indicator 8.h.3**
Identify the sequence of ideas or events
Identify the sequence of ideas or events.


 **Benchmark 8.i**
Read a Variety of Literature
The student will read a variety of literature.


 **Indicator 8.i.1**
Listen to, read, and recognize a variety of literature
Listen to, read, and recognize a variety of literature such as fairy tales, stories, and poetry.


 **Indicator 8.i.2**
Listen to, read, and discuss informational text
Listen to, read, and discuss informational text.


 **Indicator 8.i.3**
Identify the topic or main idea
Identify the topic or main idea.


 **Indicator 8.i.4**
Discuss the author's purpose
Discuss the author's purpose.

 **Indicator 8.i.5**
Compare and contrast stories and information heard or read
Compare and contrast stories and information heard or read.

 **Indicator 8.i.6**
Elaborate or expand on the text
Elaborate or expand on the text.

 **Indicator 8.i.7**
Form opinions about content
Form opinions about content.

 **Indicator 8.i.8**
Discuss the intended audience for a specific piece of writing
Discuss the intended audience for a specific piece of writing.

 **Indicator 8.i.9**
Understand dialogue when reading
Understand dialogue when reading.

 **Indicator 8.i.10**
Participate in reading conferences

Participate in reading conferences.



ELA.G2

Standard 9

DEMONSTRATE COMPREHENSION OF INFO IN REFERENCE MATERIALS

The student will demonstrate comprehension of information in reference materials.



Benchmark 9.a

Use a Table of Contents

The student will use a table of contents.



Indicator 9.a.1

Locate titles and page numbers, using a table of contents

Locate titles and page numbers, using a table of contents.



Indicator 9.a.2

Use a table of contents to locate information in content-area books

Use a table of contents to locate information in content-area books.



Benchmark 9.b

Use Pictures and Charts

The student will use pictures and charts.



Indicator 9.b.1

Interpret pictures, diagrams, and tables

Interpret pictures, diagrams, and tables.



Indicator 9.b.2

Interpret information presented in bar graphs, charts, and pictographs

Interpret information presented in bar graphs, charts, and pictographs.



Benchmark 9.c

Use Dictionaries and Indices

The student will use dictionaries and indices.



Indicator 9.c.1

Alphabetize words to the second and third letter

Alphabetize words to the second and third letter.



Indicator 9.c.2

Locate words, using first, second, and third letter

Locate words, using first, second, and third letter.



Indicator 9.c.3

Locate guide words, entry words, definitions in dictionaries & indices

Locate guide words, entry words, and definitions in dictionaries and indices.




Indicator 9.c.4

Use available resources for spelling


Use available resources for spelling.

 **Benchmark 9.d****Use a Variety of Informational Sources**


The student will use a variety of informational sources.

 **Indicator 9.d.1****Use a variety of informational sources such as dictionaries, etc.**

Use a variety of informational sources such as books, dictionaries, and electronic media.

 **Indicator 9.d.2****Recognize that info can be found in non-print media**

Recognize that information can be found in non-print media such as videos, CD-ROMs, laserdiscs.

 **Indicator 9.d.3****Use interviews to gather information**


Use interviews to gather information.

 **ELA.G2****Standard 10****MAINTAIN MANUSCRIPT, MAKE THE TRANSITION TO CURSIVE**


The student will maintain manuscript and begin to make the transition to cursive.

 **Benchmark 10.a****Maintain Manuscript**


The student will maintain manuscript.

 **Indicator 10.a.1****Write neatly**

Write neatly.

 **Indicator 10.a.2****Space words in sentences**


Space words in sentences.

 **Indicator 10.a.3****Space sentences in writing**

Space sentences in writing.

 **Benchmark 10.b****Transition to Cursive**

The student will transition to cursive.

 **Indicator 10.b.1****Learn basic strokes for cursive**

Learn basic strokes for cursive.

 **ELA.G2****Standard 11**

WRITE STORIES, LETTERS, AND SIMPLE EXPLANATIONS

The student will write stories, letters, and simple explanations.

**Benchmark 11.a****Generate Ideas Before Writing**

The student will generate ideas before writing.

**Indicator 11.a.1****Brainstorm for ideas**

Brainstorm for ideas.

**Indicator 11.a.2****Verbalize their writing plan to a partner or teacher**

Verbalize their writing plan to a partner or teacher.

**Indicator 11.a.3****Plan before drafting**

Plan before drafting.

**Indicator 11.a.4****Select and write about topics of interest or study**

Select and write about topics of interest or study.

**Indicator 11.a.5****Use illustrations to enhance writing**

Use illustrations to enhance writing.

**Indicator 11.a.6****Discuss ideas for writing**

Discuss ideas for writing.

**Benchmark 11.b****Organize Writing to Include a Beginning, Middle, and End**

The student will organize writing to include a beginning, middle, and end.

**Indicator 11.b.1****Organize information with graphic organizers**

Organize information with graphic organizers, such as story maps, webs, and event frames.

**Indicator 11.b.2****Use graphic organizers to plan their writing**

Use graphic organizers to plan their writing.

**Indicator 11.b.3****Write stories that include a beginning, middle, and end**

Write stories that include a beginning, middle, and end.


**Indicator 11.b.4****Use time order words to sequence and organize writing**


Use time order words, such as first, next, then, and last, to sequence and organize their writing.


**Indicator 11.b.5****Consider what the audience might already know**


Consider what the audience might already know.


-  **Indicator 11.b.6**
Consider what the audience will need to know
Consider what the audience will need to know.
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-  **Benchmark 11.c**
Revise Writing for Clarity
The student will revise writing for clarity.


-  **Indicator 11.c.1**
Stay on topic
Stay on topic.


-  **Indicator 11.c.2**
Write complete sentences
Write complete sentences.


-  **Indicator 11.c.3**
Begin to group sentences into paragraphs
Begin to group sentences into paragraphs.


-  **Indicator 11.c.4**
Use adjectives to elaborate simple sentences
Use adjectives to elaborate simple sentences.


-  **Indicator 11.c.5**
Delete or add words to clarify meaning during the revising process
Delete or add words to clarify meaning during the revising process.


-  **Indicator 11.c.6**
Avoid stringing ideas together with and or then
Avoid stringing ideas together with *and* or *then*.


-  **Indicator 11.c.7**
Begin to learn and use the three writing domains
Begin to learn and use the writing domains of composing, written expression, and usage/mechanics.

-  **Indicator 11.c.8**
Recognize when writing is not clear to a reader
Recognize when writing is not clear to a reader.

-  **Indicator 11.c.9**
Participate in writing conferences
Participate in writing conferences.


-  **Indicator 11.c.10**
Add information as a result of a writing conference
Add information as a result of a writing conference.
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-  **Benchmark 11.d**
Use Available Technology
The student will use available technology.


-  **Indicator 11.d.1**
Use available technology to write
Use available technology to write.
-


 **ELA.G2**
Standard 12
EDIT WRITING FOR CORRECT GRAMMAR, CAPITALIZATION, ETC.


The student will edit writing for correct grammar, capitalization, punctuation, and spelling.


-  **Benchmark 12.a**
Recognize and Use Complete Sentences
The student will recognize and use complete sentences.


-  **Indicator 12.a.1**
Recognize and use complete sentences
Recognize and use complete sentences.
-


-  **Benchmark 12.b**
Use and Punctuate the Three Kinds of Sentences
Use and punctuate declarative, interrogative, and exclamatory sentences.


-  **Indicator 12.b.1**
Punctuate declarative, interrogative, and exclamatory sentences
Punctuate declarative, interrogative, and exclamatory sentences.
-


-  **Benchmark 12.c**
Capitalize All Proper Nouns and the Word I
The student will capitalize all proper nouns and the word *I*.

-  **Indicator 12.c.1**
Capitalize proper nouns and words at beginnings of sentences
Capitalize all proper nouns and all words at the beginning of sentences.


-  **Indicator 12.c.2**
Capitalize the word I
Capitalize the word *I*.


-  **Indicator 12.c.3**
Edit final drafts for capital letters
Edit final drafts for capital letters at the beginning of names and sentences, in titles.
-


-  **Benchmark 12.d**
Use Singular and Plural Nouns and Pronouns
The student will use singular and plural nouns and pronouns.


-  **Indicator 12.d.1**
Use singular and plural nouns


Use singular and plural nouns.


-  **Indicator 12.d.2**
Use singular and plural pronouns
 Use singular and plural pronouns.


-  **Benchmark 12.e**
Use Apostrophes in Contractions
 The student will use apostrophes in contractions, including *don't*, *isn't*, and *can't*.


-  **Indicator 12.e.1**
Use apostrophes in contractions
 Use apostrophes in contractions.

-  **Benchmark 12.f**
Use Correct Spelling for High-Frequency Sight Words
 The student will use correct spelling for high-frequency sight words, including compound words and regular plurals.


-  **Indicator 12.f.1**
Spell sight words, compound words, and regular plurals correctly
 Spell high-frequency sight words, compound words, and regular plurals correctly.


-  **Indicator 12.f.2**
Apply knowledge of letter-sound relationships to spelling on drafts
Apply knowledge of letter-sound relationships to spelling on drafts.


-  **Indicator 12.f.3**
Apply spelling generalizations
Apply spelling generalizations.


-  **Indicator 12.f.4**
Edit final drafts for spelling
Edit final drafts for spelling.


-  **ELA.G2**
Standard 13
READ & WRITE REGULARLY, INDEPENDENTLY & COLLABORATIVELY
The student will read and write regularly, both independently and collaboratively.


-  **Benchmark 13.a**
Read and Write Independently
The student will read and write independently.


-  **Indicator 13.a.1**
Select topics for reading or writing
Select topics for reading or writing.


-  **Indicator 13.a.2**
Read self-selected lit each day (fiction and nonfiction) for enjoyment
Read self-selected literature each day (fiction and nonfiction) for enjoyment.


 **Indicator 13.a.3**
Investigate topics of interest or study
Investigate topics of interest or study.


 **Indicator 13.a.4**
Use available time to read and write beyond what is assigned
Use available time to read and write beyond what is assigned.


 **Indicator 13.a.5**
Record activities selected during workshop time
Record activities selected during workshop time.


 **Benchmark 13.b**
Collaborate with Others for a Variety of Reading or Writing Purposes
The student will collaborate with others for a variety of reading or writing purposes.


 **Indicator 13.b.1**
Select books with others
Select books with others.

 **Indicator 13.b.2**
Discuss ideas for reading or writing
Discuss ideas for reading or writing.

 **Indicator 13.b.3**
Draft and read with others
Draft and read with others.

 **Indicator 13.b.4**
Work with a group to find, organize, etc. info related to a topic
Work with a small group to find, organize, or share information related to a topic of study.

 **Indicator 13.b.5**
Share student-published work
Share student-published work.

 **Indicator 13.b.6**
Discuss independent reading or writing
Discuss independent reading or writing.