

# North Dakota English Language Arts Content and Achievement Standards

Grade 2

April 2005

North Dakota Department of Public Instruction

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## Standard 1: Students engage in the research process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
<b>PLANNING RESEARCH</b>				
2.1.1. Choose a research topic	Students choose thought-provoking research topics that are relevant given time and resource constraints.	Students choose research topics that are relevant given time and resource constraints.	Students choose research topics that may be relevant given either time or resource constraints.	Students choose research topics that are irrelevant given both time and resource constraints.
2.1.2. List questions related to a topic of study	Students list questions that are insightful and highly relevant to the topic of study.	Students list questions that are relevant to the topic of study.	Students list some questions that may be relevant to the topic.	Students list questions that are irrelevant to the topic.
<b>ORGANIZING INFORMATION</b>				
2.1.3. Use a variety of reference tools to access information; i.e., tables of contents, dictionaries, Internet	Students use an extensive variety of reference tools.	Students use an extensive variety of reference tools.	Students use some effective reference tools.	Students use ineffective reference tools.
<b>PRESENTING INFORMATION</b>				
2.1.4. Report on a topic orally or in written format	Students use sophisticated organizational patterns and skills.  Students are highly effective at presenting oral information.	Students use effective organizational patterns and skills.  Students are effective at presenting oral information.	Students use moderately effective organizational patterns and skills.  Students are moderately effective at presenting oral information.	Students use ineffective organizational patterns and skills.  Students are ineffective at presenting oral information.
<b>EVALUATION</b>				
2.1.5. Use self-assessment tool to evaluate presentation; e.g., checklist, rubric, pictorial	Students use self-assessment tools to evaluate presentations, with few if any errors.	Students use self-assessment tools to evaluate presentations, with no significant errors.	Students use self-assessment tools to evaluate presentations, with a few significant errors.	Students use self-assessment tools to evaluate presentations, with many significant errors.

## Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
<b>LITERARY/INFORMATIONAL GENRES</b>				
2.2.1. Read a variety of genres; i.e., fiction including realistic, fantasy, folktales, and nonfiction including informational, biographies, and autobiographies	Students read an extensive variety of fiction and nonfiction texts.	Students read a variety of fiction and nonfiction texts.	Students read some fiction and nonfiction texts.	Students read few fiction and nonfiction texts.
2.2.2. Describe the elements of a fiction text; i.e., setting, characters, events, problem, and resolution/solution	Students describe elements of a particular text with few if any errors.	Students describe elements of a particular text with no significant errors.	Students describe elements of a particular text with few significant errors.	Students describe elements of a particular text with many significant errors.
2.2.3. Describe the features of a non-fiction text; i.e., table of contents, index, topic headings, bold-faced words, glossary	Students describe features of a particular text with few if any errors.	Students describe features of a particular text with no significant errors.	Students describe features of a particular text with a few significant errors.	Students describe features of a particular text with many significant errors.
<b>PHONICS/WORD RECOGNITION</b>				
2.2.4. Apply knowledge of letter/sound relationships when reading, including consonant blend and long and short vowel patterns	Students decode words with ease and accuracy.	Students decode words with minimal difficulty.	Students decode words with difficulty.	Students decode words with great difficulty.
2.2.5. Use knowledge of phonics to decode words with a variety of spelling patterns				
<b>COMPREHENSION/READING STRATEGIES FOR MEANING</b>				
2.2.6. Make and confirm/disconfirm predictions about what will happen in longer stories with increasingly complex plots	Students make insightful predictions and point to explicit and implicit textual support to confirm or disconfirm predictions.	Students make supportable predictions and point to textual evidence that confirms or disconfirms their predictions.	Students make unsupported predictions or cannot find evidence to confirm/ disconfirm predictions.	Students make unsupported predictions and cannot find evidence to confirm/ disconfirm predictions.
2.2.7. Recall/retell details/events in sequence	Students retell all events and details of a story in correct sequence and with great detail.	Students retell all events and details in correct sequence.	Students retell events and details, but sequence them incorrectly.	Students retell some events and details, but not in the correct sequence.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.2.8. Relate text-to-self, text-to-text, and text-to-world connections	Students make insightful text-to-self, text-to-text, and text-to-world connections.	Students consistently make text-to-self, text-to-text, and text-to-world connections.	Students sometimes make text-to-self, text-to-text, and text-to-world connections.	Students rarely make text-to-self, text-to-text, and text-to-world connections.
2.2.9. Use strategies to monitor comprehension; e.g., reread, read on, check the picture, think about the story to determine what would make sense and sound right.	Students use an extensive variety of strategies to monitor and enhance comprehension.	Students consistently use strategies to monitor and enhance comprehension.	Students sometimes use strategies to monitor and enhance comprehension.	Students rarely use strategies to monitor and enhance comprehension.
2.2.10. Use strategies to improve comprehension; e.g., summarize, fact and opinion, compare and contrast, inferences, drawing conclusions, questioning, clarify				
2.2.11. Locate the main idea and identify supporting details of a text	Students always identify the main idea and supporting details of a text.	Students consistently identify the main idea and supporting details of a text.	Students identify the main idea and a few supporting details of a text.	Students cannot identify the main idea and identify only a few details of a text.
2.2.12. Use meaning, syntax, and phonics clues to decode new words when reading	Students always use meaning, syntax, and phonics knowledge to decode new words when reading.	Students consistently use meaning, syntax, and phonics knowledge to decode new words when reading.	Students sometimes use meaning, syntax, and phonics knowledge to decode new words when reading.	Students rarely use meaning, syntax, and phonics knowledge to decode new words when reading.
2.2.13. Read a variety of vocabulary embedded in authentic text	Students read a variety of vocabulary embedded in authentic text with ease and accuracy.	Students read a variety of vocabulary embedded in authentic text with minimal difficulty and no significant errors.	Students read a variety of vocabulary embedded in authentic text with difficulty and a few significant or many minor errors.	Students read a variety of vocabulary embedded in authentic text with great difficulty and many significant errors.
2.2.14. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease and accuracy, and with insightful clarity, rate, and expression.	Students read aloud with minimal difficulty, with appropriate clarity, rate, and expression, and with no significant errors.	Students read aloud with difficulty, with somewhat appropriate clarity, rate, and expression, and a few significant errors.	Students read aloud with great difficulty, with inappropriate clarity, rate, and expression, and many significant errors.

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PURPOSES FOR READING 2.2.15. Use reading to be informed, persuaded, and entertained	Students consistently make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.

## Standard 3: Students engage in the writing process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
<b>PREWRITING</b>				
2.3.1. Select a purpose for writing; i.e., inform, entertain, or persuade	Students always choose a purpose for writing.	Students consistently choose a purpose for writing.	Students sometimes choose a purpose for writing.	Students rarely choose a purpose for writing.
2.3.2. Gather and organize ideas drawn from a variety of sources; e.g., prior knowledge, classroom/library references	Students use an extensive variety of sources.	Students use a variety of sources.	Students use some diverse sources.	Students use very few sources.
2.3.3. Select a plan to organize thoughts before writing; e.g., webbing, listing, other grade appropriate graphic organizers	Students use the most efficient prewriting organizational strategies.	Students use appropriate prewriting organizational strategies.	Students use somewhat appropriate prewriting organizational strategies.	Students use inappropriate prewriting organizational strategies.
2.3.4. Use a specific genre to match the purpose; i.e., personal, expository, narrative, informational, journal writing	Students make creative genre choices based on their purpose for writing.	Students consistently choose a genre that matches their purpose for writing.	Students sometimes choose a genre that matches their purpose for writing.	Students rarely choose a genre that matches their purpose for writing.
<b>DRAFTING</b>				
2.3.5. Spell many words conventionally	Students make no errors in spelling.	Students make no significant errors in spelling.	Students make a few significant errors or many minor errors in spelling.	Students make many significant errors in spelling.
2.3.6. Incorporate vocabulary into writing	Students make no errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors or many minor errors in vocabulary choice.	Students make many significant errors in vocabulary choice.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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2.3.7. Write over time to produce longer, more complex texts	Students write in an extensive variety of genres.	Students write in a variety of genres.	Students write in some diverse genres.	Students write in very few genres.
2.3.8. Identify and include the characteristics of different genres; i.e., personal narrative, expository, informational, journal writing, letter writing				
<b>REVISING</b>				
2.3.9. Check written work for meaning and syntax	Students always check work for ideas, organization, and language conventions prior to publishing.	Students consistently check work for ideas, organization, and language conventions prior to publishing.	Students sometimes check work for ideas, organization, and language conventions prior to publishing.	Students rarely check work for ideas, organization, and language conventions prior to publishing.
2.3.10. Analyze written work for ideas, word choice, and organization				
<b>EDITING</b>				
2.3.11. Use proofreading marks to edit written work for conventions; i.e., punctuation, spelling, capitalization	Students use an extensive variety of proofreading marks when editing writing.	Students use a variety of proofreading marks when editing writing.	Students use some proofreading marks when editing writing.	Students use very few proofreading marks when editing writing.
2.3.12. Select grade appropriate tools for writing; i.e., dictionary, thesaurus, word wall, classroom/library texts				
<b>FINAL DRAFT</b>				
2.3.13. Compose written text that demonstrates understanding of purpose and audience	Students' texts show a sophisticated understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of some significant aspects of purpose and audience.	Students' texts show an understanding of very few significant aspects of purpose and audience.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PUBLICATION/PRESENTATION				
2.3.14. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric	Students use an extensive variety of writing assessment tools.	Students use a variety or writing assessment tools.	Students use some diverse writing assessment tools.	Students use very few writing assessment tools.
2.3.15. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and/or family members.	Student share a variety of published work with peers, teachers, and/or family members.	Students share some different published work with peers, teachers, and/or family members.	Students share a limited variety of published work with peers, teachers, and/or family members.

## Standard 4: Students engage in the speaking and listening process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
2.4.1. Use grade-appropriate speaking vocabulary	Students always use grade-appropriate or higher level vocabulary.	Students consistently use grade-appropriate vocabulary.	Students sometimes use grade-appropriate vocabulary.	Students rarely use grade-appropriate vocabulary.
2.4.2. Actively listen to the speaker	Students always listen actively to speakers.	Students consistently listen actively to speakers.	Students sometimes listen actively to speakers.	Students rarely listen actively to speakers.
2.4.3. Follow multiple step directions	Students follow multiple step directions with ease.	Students follow multiple step directions with minimal difficulty.	Students follow multiple step directions with difficulty.	Students follow multiple step directions with great difficulty.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
2.4.4. Take turns speaking in conversation	Students always take turns speaking.	Students consistently take turns speaking.	Students sometimes take turns speaking.	Students rarely take turns speaking.
2.4.5. Stay on topic while speaking	Students always stay on topic while speaking.	Students consistently stay on topic while speaking.	Students sometimes stay on topic while speaking.	Students rarely stay on topic while speaking.
2.4.6. Participate as an active listener and speaker in any group discussion	Students always participate as an active listener and speaker in group discussion and conversation.	Students consistently participate as an active listener and speaker in group discussion and conversation.	Students sometimes participate as an active listener and speaker in group discussion and conversation.	Students rarely participate as an active listener and speaker in group discussion and conversation.

## Standard 5: Students understand media

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
2.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of different existing and developing media.	Students identify some existing and developing media.	Students identify few existing and developing media.
2.5.2. Use appropriate media genres for a variety of reading and writing purposes	Students use an extensive variety of media genres for reading and writing purposes.	Students use a variety of media genres for reading and writing purposes.	Students use some media genres for reading and writing purposes.	Students use few media genres for reading and writing purposes.
2.5.3. Recognize the purposes of common types of media; e.g., books, magazines, newspapers, television, electronic sources	Students recognize the purposes of an extensive variety of media.	Students recognize the purposes of a variety of media.	Students recognize the purposes of some types of media.	Students recognize the purposes of few types of media.
<b>INTERPRETING MEDIA</b>				
2.5.4. Analyze the main idea and supporting details of a media message such as an advertisement	Students show a sophisticated understanding of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize the significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize some significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize few significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.
2.5.5. Describe the main characters, the setting, and the sequence of events in media content				

## Standard 6: Students understand and use principles of language

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
LANGUAGE CONVENTIONS/MECHANICS				
2.6.1. Use sentences to convey a message	Students use sentences to convey a message with few if any errors.	Students use sentences to convey a message with no significant errors.	Students use sentences to convey a message with a few significant or many minor errors.	Students rarely use sentences to convey a message.
2.6.2. Use parts of speech; i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs	Students are highly effective at using parts of speech with few if any errors.	Students effectively use parts of speech with no significant errors.	Students use parts of speech with a few significant errors.	Students use parts of speech with many significant errors.
2.6.3. Recognize the subject and predicate of a sentence	Students recognize subject and predicate with few if any errors.	Students recognize subject and predicate with no significant errors.	Students recognize subject and predicate with a few significant errors.	Students rarely recognize subjects and predicates.
2.6.4. Use capitalization; i.e., proper nouns, beginning of sentences, titles	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use capitalization with a few significant errors.	Students rarely use capitalization.
2.6.5. Use conventions of punctuation; i.e., period, question mark, exclamation marks, commas, quotation marks	Students use conventions of punctuation with few if any errors.	Students use punctuation with no significant errors.	Students use punctuation with a few significant errors.	Students rarely use conventions of punctuation.
2.6.6. Use principles of spelling	Students use principles of spelling with few if any errors.	Students use principles of spelling with no significant errors.	Students use principles of spelling with a few significant errors.	Students use principles of spelling with many significant errors.