

# READING & WRITING CONTENT STANDARDS WITH BENCHMARKS

## ABE Level Two: Grade 2.0-3.9

### Reading

#### → R.1 Print Concepts/Phonetic Awareness/Word Analysis.

**R.1.2.1** Identify diphthongs (e.g., ou, aw, ay) and use to decode one-syllable words.

**R.1.2.2** Identify the schwa sound (e.g., away) and use to decode simple words.

**R.1.2.3** Identify and use silent consonants (e.g., kn, gh).

**R.1.2.4** Identify words with inflectional endings (e.g., s, es, ed, ing, er, est).

**R.1.2.5** Identify and use compound words.

**R.1.2.6** Identify and use contractions and be able to match them to the two words being replaced (e.g., I'm for I am).

**R.1.2.7** Identify and know the meaning of the most common root words, prefixes, and suffixes and use them to decode multi-syllable words.

**R.1.2.8** Use decoding strategies (letter-sound correspondences, syllabication patterns, and morphology) to read accurately unfamiliar multisyllabic words in context and out of context.

#### → R.2 Vocabulary

**R.2.2.1** Recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words.

**R.2.2.2** Recognize the correct meaning of words with multiple meanings when presented in text.

**R.2.2.3** Use structural analysis (familiar word parts: base words, prefixes, and suffixes) and/or context clues to determine the meaning of an unknown word.

#### → R.3 Comprehension

**R.3.2.1** Locate explicitly stated information in functional reading. Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key ideas in a text.

**R.3.2.2** Respond to level 2 text by distinguishing between fact and opinion and by comparing and contrasting ideas.

**R.3.2.3** Evaluate information from simple charts, graphs, labels, and payroll stubs to answer questions.

**R.3.2.4** Use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to efficiently locate key facts or information in a text.

**R.3.2.5** Determine the sequence of events in a story and make predictions about the events.

**R.3.2.6** Use graphic organizers to determine meaning in texts written for level 2.

**R.3.2.7** Closely read a complex text at level 2 to determine what the text says, make logical inferences from it, and cite evidence from the text to support claims.

**R.3.2.8** Self monitor and clearly identify specific words or phrases that cause comprehension difficulties

→ **R.4 Fluency**

**R.4.2.1** Read level 2 text orally, with fluency and accuracy and with appropriate pacing, intonation and expression with understanding and purpose. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

**R.4.2.2** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

→ **R.5 Literature and Informational Text**

**R.5.2.1** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**R.5.2.2** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**R.5.2.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**R.5.2.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**R.5.2.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**R.5.2.6** Distinguish their own point of view from that of the characters in a story or author of a story/text.

**R.5.2.7** Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).

**R.5.2.8** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) or compare and contrast the most important points and key details presented in two texts on the same topic.

**R.5.2.9** Read and comprehend informational texts (historical, scientific) and literature (stories, dramas), for the current level, independently and proficiently.

## **Writing**

### → **W.1 Readability/Accuracy**

**W.1.2.1** Write short sentences from memory and dictation.

**W.1.2.2** Recognize and copy both capital and lowercase cursive letters of the alphabet.

**W.1.2.3** Recognize and write common symbols and abbreviations.

**W.1.2.4** Write words identifying objects in the classroom, home, or workplace.

**W.1.2.5** Write short sentences from memory and dictation.

### → **W.2 Capitalization, spelling, and punctuation.**

**W.2.2.1** Capitalize the inside address, salutation, and closing of personal and business letters

**W.2.2.2** Capitalize proper nouns including days of the week, months of the year, holidays, continents, countries, states, and cities.

**W.2.2.3** Spell the months of the year, days of the week, and numbers from 1 to 121.

**W.2.2.4** Spell 98% of the words on the preprimer through third grade list on the Dolch word list.

**W.2.2.5** Use commas to correctly punctuate items in a series, dates, and addresses.

**W.2.2.6** Use commas to correctly punctuate the salutation and closing of a personal letter

**W.2.2.7** Use apostrophes to form contractions and show possession

### → **W.3 Grammatical Concepts/Sentence Structure**

**W.3.2.1** Correctly indent paragraphs.

**W.3.2.2** Use irregular plural forms of nouns correctly.

**W.3.2.3** Identify and use objective and demonstrative pronouns.

**W.3.2.4** Identify and use modifiers in sentences.

**W.3.2.5** Change fragments and run-ons to complete sentences.

**W.3.2.6** Combine simple sentences to form compound sentences using commas and conjunctions.

→ **W.4 Parts of Speech, Verb Tense, and Usage**

**W.4.2.1** Correctly identify the singular and plural forms of nouns.

**W.4.2.2** Distinguish between correct use of verbs in affirmative and negative forms in simple sentences.

**W.4.2.3** Identify the appropriate forms of common regular and irregular verbs.

**W.4.2.4** Make pronouns and antecedents agree in number and gender.

→ **W.5 Composition**

**W.5.2.1** Write informative or explanatory text in which they introduce a topic, use facts and definitions to develop points, use linking words and phrases to connect ideas with categories of information, and provide a concluding statement or section.

**W.5.2.2** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.5.2.3** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement for section.

**W.5.2.4** Gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

**W.5.2.5** Use technology to produce and publish writing as well as interact and collaborate with others.

**W.5.2.6** Conduct short research projects that build knowledge about a topic **W.5.2.7** Produce writing in which the development and organization are appropriate to task and purpose.

**W.5.2.7** Produce writing in which the development and organization are appropriate to task and purpose.

**W.5.2.8** Develop and strengthen writing as needed by planning, revising, and editing.