

Second Grade Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i>					
Describe how characters respond to major events and challenges.	Describes how characters respond to major events and challenges with guidance.	Inconsistently describes characters' responses to major events and challenges; details may be limited and relevant text evidence may be absent.	Describes some characters' responses to major events and challenges; describes some characters' responses and motivations based on evidence from the text.	Most of the time describes characters' responses to major events and challenges; describes characters' responses and motivations based on evidence from the text.	Consistently provides detailed descriptions of characters' responses to major events and challenges across texts; describes characters' responses and motivations based on multiple pieces of evidence from a text.
Describe the overall structure of a story.	Describes beginning of story, sequence of events, and conclusion with guidance.	Inconsistently describes beginning of story, sequence of events, and conclusion of stories; confuses or omits story components.	Describes beginning of story, sequence of events, and conclusion of some stories.	Most of the time describes beginning of story, sequence of events, and conclusion of most stories.	Consistently provides detailed descriptions of beginning, sequence of events, and conclusion across stories.
Acknowledge differences in the points of view of characters.	Acknowledges different points of view with guidance.	Inconsistently acknowledges differences between characters' point of view; does not recognize different characters or confuses characters.	Acknowledges differences between characters' point of view in some stories by speaking in a different voice when reading dialogue aloud.	Most of the time acknowledges differences between characters' point of view in most stories by speaking in a different voice when reading dialogue aloud.	Consistently acknowledges differences between characters' point of view across stories.
Read and comprehend narrative texts at the lower end of the 2-3	Reads and comprehends narrative texts below	Inconsistently reads and comprehends narrative texts;	Reads and comprehends some narrative texts at the	Most of the time reads and comprehends	Consistently reads and comprehends narrative texts at the

grade level band	the 2-3 grade complexity band.	requires supports and guidance to read texts; mostly reads texts below the 2-3 grade level band.	lower end of the 2-3 grade complexity band (F & P Level M, DRA Level 28, Lexile Level 450 to 790).	narrative texts at the lower end of the 2-3 grade complexity band (F & P Level M, DRA Level 28, Lexile Level 450 to 790) independently and proficiently.	2-3 grade complexity band and above independently and proficiently.
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<i>Reading for Information:</i>					
Identify the main topic of texts and paragraphs.	Identifies the main topic with guidance.	Inconsistently identifies the main topic of a text; misses main idea of specific paragraphs or of entire text.	Identifies the main topic of some multi-paragraph texts; identifies the focus of some specific paragraphs within a text.	Most of the time identifies the main topic of multi-paragraph texts; identifies the focus of specific paragraphs within a text.	Consistently identifies the main topic of multi-paragraph texts across content; consistently identifies the focus of specific paragraphs within a text across content.
Identify the main purpose of a text.	Identifies main purpose with guidance.	Inconsistently identifies main purpose of a text; struggles to infer what the author wants to answer, explain or describe.	Identifies main purpose of some texts including what the author wants to answer, explain or describe.	Most of the time identifies main purpose of a text including what the author wants to answer, explain or describe.	Consistently identifies main purpose of texts across content including what the author wants to answer, explain or describe.
Describe how reasons support specific points the author makes in a text.	Describes how reasons support specific points the author makes with guidance.	Inconsistently identifies how reasons support specific points the author makes texts; struggles to identify reasons or to relate reasons to author's points.	Identifies how reasons support specific points the author makes in some texts.	Most of the time identifies how reasons support specific points the author makes in texts.	Consistently identifies how reasons support specific points the author makes in texts across content.
Read and comprehend informational texts at the lower end of the 2-3 grade level band.	Reads and comprehends informational texts below the 2-3 grade complexity band.	Inconsistently reads and comprehends informational texts; requires supports and guidance to read texts; mostly reads texts below the 2-3 grade level band.	Reads and comprehends some informational texts at the lower end of the 2-3 grade complexity band (F & P Level M, DRA Level 28, Lexile Level 450 to 790).	Most of the time reads and comprehends most informational texts at the lower end of the 2-3 grade complexity band (F & P Level M, DRA Level 28, Lexile Level 450 to 790) independently	Consistently reads and comprehends informational texts at the 2-3 grade complexity band and above.

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<i>Foundational Skills:</i>					
Distinguishes long and short vowels when reading.	Distinguishes long and short vowels when reading regularly spelled one-syllable words with guidance.	Inconsistently distinguishes long and short vowels when reading regularly spelled one-syllable words.	Distinguishes long and short vowels when reading some regularly spelled one-syllable words.	Most of the time distinguishes most long and short vowels when reading regularly spelled one-syllable words.	Consistently distinguishes all long and short vowels when reading regularly spelled one-syllable words.
Identifies spelling-vowel combinations for common vowel teams.	Identifies spelling-vowel combinations for common vowel teams with guidance.	Inconsistently knows spelling-vowel combinations for common vowel teams.	Knows spelling-vowel combinations for some common vowel teams.	Most of the time knows most spelling-vowel combinations for common vowel teams.	Consistently knows all spelling-vowel combinations for common vowel teams.
Decodes regularly spelled words.	Decodes regularly spelled two-syllable words with long vowel with guidance.	Inconsistently decodes regularly spelled two-syllable words with long vowels.	Decodes some regularly spelled two-syllable words with long vowels.	Most of the time decodes most regularly spelled two-syllable words with long vowels.	Consistently decodes all regularly spelled two-syllable words with long vowels.
	Decodes words with common prefixes and suffixes with guidance.	Inconsistently decodes words with common prefixes and suffixes.	Decodes some words with common prefixes and suffixes.	Most of the time decodes most words with common prefixes and suffixes.	Consistently decodes all words with common prefixes and suffixes.
Decodes irregularly spelled words.	Recognizes and reads grade-appropriate irregularly spelled words with guidance.	Inconsistently recognizes and reads grade-appropriate irregularly spelled words.	Recognizes and reads some grade-appropriate irregularly spelled words.	Most of the time recognizes and reads most grade-appropriate irregularly spelled words.	Consistently recognizes and reads all grade-appropriate irregularly spelled words.
	Identifies words with inconsistent but common spelling-sound correspondences with guidance.	Inconsistently identifies words with inconsistent but common spelling-sound correspondences.	Identifies some words with inconsistent but common spelling-sound correspondences.	Most of the time identifies most words with inconsistent but common spelling-sound correspondences.	Consistently identifies words with inconsistent but common spelling-sound correspondences.

<i>Writing:</i>					
Write opinion pieces.	Writes opinion pieces with guidance.	Inconsistently writes opinion pieces; one or more elements may be missing.	Writes some opinion pieces that clearly introduce the topic, state an opinion, supply multiple	Most of the time writes most opinion pieces that clearly introduce the topic, state an opinion,	Consistently writes opinion pieces that include all elements.

			reasons that support the opinion, use linking words, and provide a concluding statement or section.	supply multiple reasons that support the opinion, use linking words, and provide a concluding statement or section.	
Write informative-explanatory texts.	Writes informative-explanatory texts with guidance.	Inconsistently writes informative-explanatory texts; one or more elements may be missing.	Writes some informative-explanatory texts in which a topic is introduced, facts and definitions are used to develop points, and a concluding statement or section is provided.	Most of the time writes most informative-explanatory texts in which a topic is introduced, facts and definitions are used to develop points, and a concluding statement or section is provided.	Consistently writes informative-explanatory texts that include all elements.
Write narratives.	Writes narratives with guidance.	Inconsistently writes narratives; one or more elements may be missing.	Writes some narratives that: recount one well-elaborated event or a short sequence of events; includes details to describe actions, thoughts and feelings; uses temporal words to signal events and order; provides a sense of closure.	Most of the time writes most narratives that: recount one well-elaborated event or a short sequence of events; includes details to describe actions, thoughts and feelings; uses temporal words to signal events and order; provides a sense of closure.	Consistently writes narratives that include all elements.

<i>Speaking & Listening:</i>					
Participate in collaborative conversations.	Participates in collaborative conversations with guidance.	Inconsistently participates in shared conversations; may not follow conversational rules, build on others' conversations, or ask for clarification.	Participates in some shared conversations by following agreed-upon rules for discussions, building on other's conversations by linking to remarks of others, and asking for further clarification when needed.	Most of the time participates in most shared conversations by following agreed-upon rules for discussions, building on other's conversations by linking to remarks of others, and asking for further clarification	Consistently participates in shared conversations by following agreed-upon rules for discussions, building on other's conversations by linking to remarks of others, and asking for further clarification when needed.

				when needed.	
Recount or describe information.	Recounts or describes information with guidance.	Inconsistently recounts or describes key ideas and details; information may be missing or misunderstood.	Recounts or describes some key ideas and details from a text read aloud or information presented orally.	Most of the time recounts or describes most key ideas and details from a text read aloud or information presented orally.	Consistently recounts or describes all key ideas and details from texts read aloud or information presented orally.
Ask and answer questions.	Asks and answers questions with guidance.	Inconsistently asks and answers questions; questions and responses may be off-topic.	Asks and answers some questions in order to demonstrate understanding of key details in some stories and informational texts or to clarify comprehension, gather information, and deepen understanding of a topic.	Asks and answers questions (who, what, where, when, why, how) to demonstrate understanding of key details in most stories and informational texts or to clarify comprehension, gather information, and deepen understanding of a topic.	Consistently asks and answers many questions in order to demonstrate understanding of key details in stories and informational texts or to clarify comprehension, gather information, and deepen understanding of a topic.
Tell a story or recount an experience.	Tells a story or recounts an experience with guidance.	Inconsistently tells a story or recounts an experience; information may be missing, out of sequence, or inaudible.	Tells some stories or recounts some experiences with appropriate facts and relevant, descriptive details, and while speaking audibly in coherent sentences.	Most of the time tells stories or recounts experiences with appropriate facts and relevant, descriptive details, and while speaking audibly in coherent sentences.	Consistently tells many stories or recounts many experiences with appropriate facts and relevant, descriptive details, and while speaking audibly in coherent sentences.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Uses collective nouns with guidance.	Inconsistently uses collective nouns.	Uses some collective nouns.	Most of the time uses collective nouns.	Consistently uses collective nouns.
	Forms and uses frequently occurring irregular plural nouns with guidance.	Inconsistently forms and uses frequently occurring irregular plural nouns.	Forms and uses some frequently occurring irregular plural nouns.	Most of the time forms and uses frequently occurring irregular plural nouns.	Consistently forms and uses frequently occurring irregular plural nouns.
	Uses reflective	Inconsistently uses	Uses some reflective	Most of the time uses	Consistently uses

	pronouns with guidance.	reflective pronouns.	pronouns.	reflective pronouns.	reflective pronouns.
	Forms and uses the past tense of frequently occurring irregular verbs with guidance.	Inconsistently forms and uses the past tense of frequently occurring irregular verbs.	Forms and uses the past tense of some frequently occurring irregular verbs.	Most of the time forms and uses the past tense of frequently occurring irregular verbs.	Consistently forms and uses the past tense of frequently occurring irregular verbs.
	Uses adjectives and adverbs with guidance.	Inconsistently uses adjectives and adverbs.	Uses some adjectives and adverbs.	Most of the time uses adjectives and adverbs.	Consistently uses adjectives and adverbs.
	Produces, expands, and rearranges complete simple and compound sentences.	Inconsistently produces, expands and rearranges complete simple and compound sentences.	Produces, expands and rearranges some complete simple and compound sentences.	Most of the time produces, expands and rearranges complete simple and compound sentences.	Consistently produces, expands and rearranges complete simple and compound sentences.
Use conventions of standard English capitalization, punctuation and spelling.	Capitalizes holidays, product names and geographic names with guidance.	Inconsistently capitalizes holidays, product names and geographic names.	Evidences some of the following skills: capitalizes holidays, product names and geographic names.	Consistently evidences the following skills: capitalizes holidays, product names and geographic names.	N/A
	Uses commas in greetings and closings of letters with guidance.	Inconsistently uses commas in greetings and closings of letters.	Uses commas in some greetings and closings of letters.	Most of the time uses commas in greetings and closings of letters.	Consistently uses commas in greetings and closings of letters.
	Uses an apostrophe to form contractions and frequently occurring possessives with guidance.	Inconsistently uses an apostrophe to form contractions and frequently occurring possessives.	Uses an apostrophe to form some contractions and frequently occurring possessives.	Most of the time uses an apostrophe to form contractions and frequently occurring possessives.	Consistently uses an apostrophe to form contractions and frequently occurring possessives.
	Generalizes learned spelling patterns when writing with guidance.	Inconsistently generalizes learned spelling patterns when writing.	Generalizes some learned spelling patterns when writing.	Most of the time generalizes learned spelling patterns when writing.	Consistently generalizes learned spelling patterns when writing.

Demonstrate or clarify the meaning of unknown and multiple meaning words and phrases.	Uses sentence level context as a clue with guidance.	Inconsistently uses sentence level context as a clue.	Uses some sentence level context as a clue.	Most of the time uses sentence level context as a clue.	Consistently uses sentence level context as a clue.
	Determines the meaning of a new word when a known prefix is added with guidance.	Inconsistently determines the meaning of a new word when a known prefix is added.	Determines the meaning of some new words when a known prefix is added.	Most of the time determines the meaning of a new word when a known prefix is added.	Consistently determines the meaning of a new word when a known prefix is added.
	Uses a known root word as a clue to the meaning of an unknown word with guidance.	Inconsistently uses a known root word as a clue to the meaning of an unknown word.	Uses some known root words as clues to the meaning of unknown words.	Most of the time uses a known root word as a clue to the meaning of an unknown word.	Consistently uses a known root word as a clue to the meaning of an unknown word.
	Uses glossaries and dictionaries to determine and clarify word meanings.	Inconsistently uses glossaries and dictionaries to determine and clarify word meanings.	Uses glossaries and dictionaries to determine and clarify some word meanings.	Most of the time uses glossaries and dictionaries to determine and clarify word meanings.	Consistently uses glossaries and dictionaries to determine and clarify word meanings.