

## Grading Benchmarks – 2nd GRADE

### READING LITERATURE AND INFORMATIONAL TEXT

#### Reads on grade level

Trimester	1	2	3	4
All	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension

#### Uses a variety of strategies to comprehend, analyze, and critique text

Trimester	1	2	3	4
All	Rarely or never uses strategies to comprehend, analyze, and critique text	Inconsistently uses strategies to comprehend, analyze, and critique text	Consistently uses a variety of strategies to comprehend, analyze, and critique grade-level text	Consistently uses a variety of strategies to comprehend, analyze, and critique above grade-level text

#### Uses textual evidence when discussing or writing about text

Trimester	1	2	3	4
All	Rarely or never demonstrates understanding of a text; does not or rarely refer(s) explicitly to the text as the basis for answers	Inconsistently demonstrates understanding of a text, referring explicitly to the text as the basis for answers	Consistently demonstrates understanding of a text, referring explicitly to the text as the basis for answers	Consistently demonstrates understanding of an above grade-level text, referring explicitly to the text as the basis for answers

#### Identifies the main topic and recounts key details in texts

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>recounts stories nor determines the central message, lesson, or moral</li> <li>identifies the main topic of a multi-paragraph text, nor the focus of specific paragraphs within the text</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>recounts stories and determines the central message, lesson, or moral</li> <li>identifies the main topic of a multi-paragraph text, and the focus of specific paragraphs within the text</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>recounts stories and determines the central message, lesson, or moral</li> <li>identifies the main topic of a multi-paragraph text, and the focus of specific paragraphs within the text</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>recounts stories and determines the central message, lesson, or moral of above grade-level text</li> <li>identifies the main topic of a multi-paragraph text, and the focus of specific paragraphs within above grade-level text</li> </ul>

## Grading Benchmarks – 2nd GRADE

### Identifies and describes characters, settings and events

Trimester	1	2	3	4
All	Rarely or never identifies and describes character, setting or event in a story using specific details in a text accurately	Inconsistently identifies and describes character, setting, or event in a story using specific details in a text to support an inference	Consistently identifies and describes character, setting, or event in a story using specific details in a text to support an inference	Consistently identifies and describes character, setting, or event in a story using specific details in an above grade-level text to support an inference

### FOUNDATIONAL SKILLS: PHONICS, SIGHT WORDS AND FLUENCY

### Knows and applies grade-level phonics and word analysis skills in decoding words

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>Decodes regularly spelled one-syllable words</li> <li>Knows final –e and common vowel team conventions for representing long vowel sounds</li> <li>Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</li> <li>Decodes two-syllable words by following basic patterns by breaking the words into syllables</li> <li>Reads words with inflectional endings</li> <li>Recognizes and reads grade-appropriate irregularly spelled word</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>Decodes regularly spelled one-syllable words</li> <li>Knows final –e and common vowel team conventions for representing long vowel sounds</li> <li>Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</li> <li>Decodes two-syllable words by following basic patterns by breaking the words into syllables</li> <li>Reads words with inflectional endings</li> <li>Recognizes and reads grade-appropriate irregularly spelled words</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>Decodes regularly spelled one-syllable words</li> <li>Knows final –e and common vowel team conventions for representing long vowel sounds</li> <li>Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</li> <li>Decodes two-syllable words by following basic patterns by breaking the words into syllables</li> <li>Reads words with inflectional endings</li> <li>Recognizes and reads grade-appropriate irregularly spelled words</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>Achieves requirements for a “3” and</li> <li>Distinguishes long and short vowels when reading regularly spelled one-syllable words</li> <li>Decodes regularly spelled two-syllable words with long vowels</li> <li>Decodes words with common prefixes and suffixes</li> </ul>

## Grading Benchmarks – 2nd GRADE

**Reads grade-level text with sufficient fluency (accuracy, expression, and pacing) to support comprehension**

Trimester	1	2	3	4
All	Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate	Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns	Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns

### WRITING AND LANGUAGE

**Writes grade-appropriate pieces (opinion, informative, narrative)**

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>begins a narrative or states the main idea or an opinion</li> <li>provides details (e.g. facts, events, or reasons)</li> <li>provides a concluding statement or section</li> <li>uses linking words</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>begins a narrative or states the main idea or an opinion</li> <li>provides details (e.g. facts, events, or reasons)</li> <li>provides a concluding statement or section</li> <li>uses linking words</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>begins a narrative, states the main idea, or an opinion</li> <li>provides details (e.g. facts, events, or reasons)</li> <li>provides a concluding statement or section</li> <li>uses linking words</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>begins a narrative or states the main idea or an opinion, and clearly establishes an appropriate text structure</li> <li>provides extensive details (e.g. facts, events, or reasons)</li> <li>provides a concluding statement or section</li> <li>uses linking words effectively</li> </ul>

**Uses appropriate capitalization, punctuation & spelling**

Trimester	1	2	3	4
All	Rarely or never uses grade-appropriate capitalization, punctuation or spelling	Uses grade-appropriate capitalization, punctuation and spelling some of the time	Uses grade-appropriate capitalization, punctuation and spelling most of the time	Uses above grade-level capitalization, punctuation and spelling most of the time (e.g. capitalize words in titles, use commas and quotations in dialogue, etc.)

## Grading Benchmarks – 2nd GRADE

### Uses appropriate grammar and usage when writing

Trimester	1	2	3	4
All	Rarely or never uses grade-appropriate grammar and usage	Uses grade-appropriate grammar and usage some of the time	Uses grade-appropriate grammar and usage most of the time	Uses above grade-level grammar and usage most of the time (e.g. subject verb agreement, produce simple, compound and complex sentences)

### Acquires & uses grade-level appropriate vocabulary

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from an array of strategies</li> <li>demonstrates understanding of word relationships and nuances in word meanings</li> <li>uses word and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from an array of strategies</li> <li>demonstrates understanding of word relationships and nuances in word meanings</li> <li>uses word and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from an array of strategies</li> <li>demonstrates understanding of word relationships and nuances in word meanings</li> <li>uses word and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above grade-level reading and content, choosing flexibly from an array of strategies</li> <li>demonstrates understanding of word relationships and nuances in word meanings</li> <li>acquires and uses above-grade level conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships</li> </ul>

## Grading Benchmarks – 2nd GRADE

### SPEAKING & LISTENING

#### Participates in collaborative conversations

Trimester	1	2	3	4
<b>All</b>	<p><b>Rarely or never</b></p> <ul style="list-style-type: none"> <li>• follows agreed-upon rules for discussions</li> <li>• builds on others' talk in conversations by linking their comments to the remarks of others</li> <li>• Asks for clarification and further explanation as needed about the topics and texts under discussion</li> </ul>	<p><b>Inconsistently</b></p> <ul style="list-style-type: none"> <li>• follows agreed-upon rules for discussions</li> <li>• builds on others' talk in conversations by linking their comments to the remarks of others</li> <li>• Asks for clarification and further explanation as needed about the topics and texts under discussion</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>• follows agreed-upon rules for discussions</li> <li>• builds on others' talk in conversations by linking their comments to the remarks of others</li> <li>• Asks for clarification and further explanation as needed about the topics and texts under discussion</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>• follows discussion rules</li> <li>• asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others</li> <li>• Explains their own ideas and understanding in light of the discussion</li> </ul>