

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"> recounts stories nor determines the central message, lesson, or moral identifies the main topic of a multi-paragraph text, nor the focus of specific paragraphs within the text 	<p>Inconsistently</p> <ul style="list-style-type: none"> recounts stories and determines the central message, lesson, or moral identifies the main topic of a multi-paragraph text, and the focus of specific paragraphs within the text 	<p>Consistently</p> <ul style="list-style-type: none"> recounts stories and determines the central message, lesson, or moral identifies the main topic of a multi-paragraph text, and the focus of specific paragraphs within the text 	<p>Consistently</p> <ul style="list-style-type: none"> recounts stories and determines the central message, lesson, or moral of above grade-level text identifies the main topic of a multi-paragraph text, and the focus of specific paragraphs within above grade-level text

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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"> • Decodes regularly spelled one-syllable words • Knows final –e and common vowel team conventions for representing long vowel sounds • Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word • Decodes two-syllable words by following basic patterns by breaking the words into syllables • Reads words with inflectional endings • Recognizes and reads grade-appropriate irregularly spelled word 	<p>Inconsistently</p> <ul style="list-style-type: none"> • Decodes regularly spelled one-syllable words • Knows final –e and common vowel team conventions for representing long vowel sounds • Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word • Decodes two-syllable words by following basic patterns by breaking the words into syllables • Reads words with inflectional endings • Recognizes and reads grade-appropriate irregularly spelled words 	<p>Consistently</p> <ul style="list-style-type: none"> • Decodes regularly spelled one-syllable words • Knows final –e and common vowel team conventions for representing long vowel sounds • Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word • Decodes two-syllable words by following basic patterns by breaking the words into syllables • Reads words with inflectional endings • Recognizes and reads grade-appropriate irregularly spelled words 	<p>Consistently</p> <ul style="list-style-type: none"> • Achieves requirements for a “3” and • Distinguishes long and short vowels when reading regularly spelled one-syllable words • Decodes regularly spelled two-syllable words with long vowels • Decodes words with common prefixes and suffixes

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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"> begins a narrative or states the main idea or an opinion provides details (e.g. facts, events, or reasons) provides a concluding statement or section uses linking words 	<p>Inconsistently</p> <ul style="list-style-type: none"> begins a narrative or states the main idea or an opinion provides details (e.g. facts, events, or reasons) provides a concluding statement or section uses linking words 	<p>Consistently</p> <ul style="list-style-type: none"> begins a narrative, states the main idea, or an opinion provides details (e.g. facts, events, or reasons) provides a concluding statement or section uses linking words 	<p>Consistently</p> <ul style="list-style-type: none"> begins a narrative or states the main idea or an opinion, and clearly establishes an appropriate text structure provides extensive details (e.g. facts, events, or reasons) provides a concluding statement or section uses linking words effectively

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.)

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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"> 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 demonstrates understanding of word relationships and nuances in word meanings uses word and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe 	<p>Inconsistently</p> <ul style="list-style-type: none"> 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 demonstrates understanding of word relationships and nuances in word meanings uses word and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe 	<p>Consistently</p> <ul style="list-style-type: none"> 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 demonstrates understanding of word relationships and nuances in word meanings uses word and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe 	<p>Consistently</p> <ul style="list-style-type: none"> 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 demonstrates understanding of word relationships and nuances in word meanings acquires and uses above-grade level conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships

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SPEAKING & LISTENING

Participates in collaborative conversations

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