

Grade 2 Benchmarks -English Language Arts

English Language Arts/Reading

Reads at grade level- https://connect.readingandwritingproject.org/file/download?google_drive_document_id=1yeBT2ubRM_W_NOKh_6mctAHr9ZUgFpT-

Trimester	1	2	3 Grade Level Standard	4
1st	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J, K or L.	Student has achieved reading success at Level M or above.
2nd	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N or above.
3rd	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K or L.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N or above.

Uses various strategies to decode text (pictures, context, and phonics)

Trimester	1	2	3 Grade Level Standard	4
All	Student is rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in a higher level text.

Grade 2 Benchmarks -English Language Arts

Reads with comprehension: Literal (retells accurately describing character, setting and major events in a story; summarizes main topic with details)

Trimester	1	2	3 Grade Level Standard	4
1st	<p>Student rarely demonstrates literal understanding of stories and informational texts.</p> <p>Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures.</p> <p>Student does not use comprehension skills</p> <p>Student has achieved comprehension success at Level G or below.</p>	<p>Student sometimes demonstrates some literal understanding of stories and informational texts.</p> <p>Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills.</p> <p>Student has achieved comprehension success at Level H or I.</p>	<p>Student demonstrates a literal understanding of stories and informational texts.</p> <p>Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills.</p> <p>Student has achieved comprehension Levels J, K, or L.</p>	<p>In above-grade-level texts:</p> <p>Student consistently demonstrates a strong literal understanding of texts.</p> <p>Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.</p> <p>Student has achieved comprehension success at Level M or above.</p>
2nd	<p>Student rarely demonstrates literal understanding of stories and informational texts.</p> <p>Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures.</p> <p>Student does not use target comprehension skills.</p>	<p>Student sometimes demonstrates literal understanding of stories and informational texts.</p> <p>Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills.</p>	<p>Student demonstrates a literal understanding of stories and informational texts.</p> <p>Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills.</p>	<p>In above-grade-level texts:</p> <p>Student consistently demonstrates a strong literal understanding of texts.</p> <p>Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.</p>

Grade 2 Benchmarks -English Language Arts

<p>3rd</p>	<p>Student rarely demonstrates literal understanding of stories and informational texts.</p> <p>Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures.</p> <p>Student does not use target comprehension skills.</p>	<p>Student sometimes demonstrates literal understanding of stories and informational texts.</p> <p>Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills.</p>	<p>Student demonstrates a literal understanding of stories and informational texts.</p> <p>Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills.</p>	<p>In above-grade-level texts:</p> <p>Student consistently demonstrates a strong literal understanding of texts.</p> <p>Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.</p>
-------------------	--	---	---	--

Reads with comprehension: Inferential (inference, prediction, conclusions)

Trimester	1	2	3 Grade Level Standard	4
<p>1st</p>	<p>Student notices few details in pictures and text.</p> <p>Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts.</p>	<p>Student inconsistently notices some clues in pictures and text.</p> <p>Student sometimes extends thinking to describe a few clues.</p> <p>Student demonstrates a limited inferential understanding of informational and imaginative texts.</p>	<p>Student notices clues in pictures and text.</p> <p>Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text.</p> <p>Student demonstrates an inferential understanding of informational and imaginative texts.</p>	<p>In above-grade-level texts:</p> <p>Student consistently analyzes clues in pictures and text.</p> <p>Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose.</p> <p>Student demonstrates an insightful inferential</p>

Grade 2 Benchmarks -English Language Arts

				understanding of informational and imaginative texts.
2nd	<p>Student demonstrates a weak inferential understanding of below-grade-level texts.</p> <p>Student makes few relevant predictions or inferences.</p> <p>Student does not find or use clues to identify implied ideas and information.</p>	<p>Student demonstrates some inferential understanding of below-grade-level texts.</p> <p>Student finds some text based clues.</p> <p>Student explains a few implied ideas.</p> <p>Student makes some relevant connections, predictions, and inferences.</p> <p>Student applies some inferential thinking skills.</p>	<p>Student demonstrates inferential understanding of grade-level texts.</p> <p>Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</p> <p>Student makes relevant inferences and draws conclusions to analyze text.</p> <p>Student applies inferential thinking skills and evaluates stated ideas in texts.</p>	<p>In above-grade-level texts:</p> <p>Student demonstrates insightful inferential understanding.</p> <p>Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.</p> <p>Student evaluates ideas and information that are implied or partially stated.</p> <p>Student applies above grade- level inferential thinking skills.</p>

Grade 2 Benchmarks -English Language Arts

<p>3rd</p>	<p>Student demonstrates a weak inferential understanding of below-grade-level texts.</p> <p>Student makes few relevant predictions or inferences.</p> <p>Student does not find or use clues to identify implied ideas and information.</p>	<p>Student demonstrates some inferential understanding of below-grade-level texts.</p> <p>Student finds some text based clues.</p> <p>Student explains a few implied ideas.</p> <p>Student makes some relevant connections, predictions, and inferences.</p> <p>Student applies some inferential thinking skills.</p>	<p>Student demonstrates inferential understanding of grade-level texts.</p> <p>Student finds and uses text-based clues to uncover and explain implied or partially stated ideas.</p> <p>Student makes relevant inferences and draws conclusions to analyze text.</p> <p>Student applies inferential thinking skills and evaluates stated ideas in texts.</p>	<p>In above-grade-level texts:</p> <p>Student demonstrates insightful inferential understanding of above grade-level texts.</p> <p>Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text.</p> <p>Student evaluates ideas and information that are implied or partially stated.</p> <p>Student applies above grade- level inferential thinking skills.</p>
-------------------	--	---	--	--

Reads with fluency (expression, rate, accuracy)

<p>Trimester</p>	<p>1</p>	<p>2</p>	<p>3 Grade Level Standard</p>	<p>4</p>
<p>All</p>	<p>Lack of fluent reading is evident.</p> <p>Reading of leveled texts is very choppy and slow.</p> <p>Student does not attend to spaces between words or to ending punctuation</p>	<p>Reading is somewhat fluent.</p> <p>Student reads either very slowly or very quickly.</p> <p>Reading is choppy some of the time.</p> <p>Student may inaccurately phrase words.</p>	<p>Student demonstrates fluent reading of on level texts.</p> <p>Student uses and recognizes word patterns when reading words fluently.</p> <p>Student reads accurately.</p> <p>Student uses phrases to read longer sentences.</p>	<p>In above-grade-level texts:</p> <p>Student demonstrates fluent reading of above-level text.</p> <p>Reading is fluid and accurate.</p> <p>Student attends to and uses</p>

Grade 2 Benchmarks -English Language Arts

		<p>Student attends to some ending punctuation.</p> <p>Student uses very little or no expression matched to meaning.</p>	<p>Student attends to some internal punctuation and most ending punctuation.</p> <p>Student uses expression matched to meaning and punctuation.</p>	<p>phrasing to read longer and more complex sentences.</p> <p>Student attends to internal and ending punctuation.</p> <p>Expression is matched to the mood, character’s feelings, or actions within the text.</p>
--	--	---	---	---

Demonstrates stamina during independent reading

Trimester	1	2	3 Grade Level Standard	4
1st	Student rarely reads independently for 10 minutes.	Student is approaching an independent reading stamina of 15 minutes.	Student can consistently read independently for 20 minutes.	Student consistently reads independently for more than 20 minutes and consistently seeks independent reading opportunities.
2nd	Student rarely reads independently for 15 minutes.	Student is approaching an independent reading stamina of 20 minutes.	Student can consistently read independently for 30 minutes.	Student consistently reads independently for more than 30 minutes and consistently seeks independent reading opportunities.
3rd	Student rarely reads independently for 20 minutes.	Student is approaching an independent reading stamina of 30 minutes.	Student can consistently read independently for 35 minutes.	Student consistently reads independently for more than 35 minutes and consistently seeks independent reading opportunities.

Grade 2 Benchmarks -English Language Arts

Written responses include supportive evidence from the text.

Trimester	1	2	3 Grade Level Standard	4
All	Student’s written response reflects little understanding of the text read and contains little text evidence.	Student’s written response reflects a literal understanding of the text read, supported by some text evidence.	Student’s written response reflects literal and inferential understanding of the text read, with text evidence.	Student’s written response reflects an interpretive, deeper meaning of the text read, supported by text evidence.

Writes for different purposes (opinion, informational, narrative) and with organization, focus, and clarity

Trimester	1	2	3 Grade Level Standard	4
All	<p>Student does not use an organizational pattern or format relevant to units of study.</p> <p>Student does not generate or rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</p> <p>Beginnings and endings are either not evident or very weak.</p> <p>Few ideas are in logical order.</p> <p>Student uses few complete sentences.</p>	<p>Student is beginning to use organizational patterns and formats relevant to units of study.</p> <p>Student is beginning to use some supports and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</p> <p>Student is beginning to use a brief beginning or ending.</p> <p>Some ideas are in logical order.</p> <p>Student uses some complete sentences.</p>	<p>Student uses organizational patterns relevant to units of study.</p> <p>Student generates, supports, and elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</p> <p>Student uses a relevant beginning, middle, and conclusion.</p> <p>Ideas are organized in logical order.</p> <p>Student uses complete simple and compound sentences.</p> <p>Student uses some transition</p>	<p>Student consistently and independently extends skills:</p> <p>Student chooses and uses varied organizational patterns and formats that are well- suited to units of study.</p> <p>Student uses an engaging introduction, body or middle, and conclusion.</p> <p>Ideas are organized in logical order.</p> <p>Student uses complete simple, compound, and complex sentences.</p> <p>Student uses transition words to connect sentences and</p>

Grade 2 Benchmarks -English Language Arts

		Student uses few compound or complex sentences.	words to connect ideas.	paragraphs.
--	--	---	-------------------------	-------------

Supports writing with details, examples from texts, and/or research

Trimester	1	2	3 Grade Level Standard	4
All	<p>Student uses simple, below-grade-level vocabulary.</p> <p>Student repeats words and phrases.</p> <p>Student’s writing reveals little of the writer’s feeling or personality.</p> <p>Tone or style of writing is not evident.</p>	<p>Student uses some grade-level vocabulary.</p> <p>Student uses some words, phrases, or other techniques to partially reveal tone and style.</p> <p>Expression and style may be partially appropriate to the genre.</p>	<p>Student uses grade-level vocabulary that is appropriate.</p> <p>Student uses words that are specific, interesting, and vivid.</p> <p>Word choice and expression are appropriate to the genre or topic.</p> <p>Student’s writing maintains consistency in style and tone, as taught in units of study.</p>	<p>Student tries out and uses interesting and sophisticated above grade-level vocabulary.</p> <p>Student chooses and uses words and phrases that are specific, interesting, and vivid.</p> <p>Student uses figurative language.</p> <p>The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing</p>

Uses the writing process to revise, edit, improve and publish writing

Trimester	1	2	3 Grade Level Standard	4
All	<p>Student rarely rereads or revises writing.</p>	<p>Student sometimes rereads and revises part of writing.</p> <p>Student may add or delete a few words to support meaning of part of writing.</p>	<p>Student rereads whole text and parts of text for revision.</p> <p>Student analyzes writing and adds, deletes, moves, and substitutes words to support</p>	<p>Student rereads and revises whole text and parts of text periodically during and after drafting.</p> <p>Student evaluates writing and rearranges and</p>

Grade 2 Benchmarks -English Language Arts

		Student requires teacher and/or support.	meaning and organization. Student moves sentences to support organization, as taught in teacher modeled lessons.	substitutes words, phrases, and sentences to enhance meaning and organization. Student independently explains how revision improves writing.
--	--	--	---	---

Builds writing with stamina

Trimester	1	2	3 Grade Level Standard	4
1st	Student rarely writes independently for 10 minutes.	Student is approaching an independent writing stamina of 15 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes Independently for more than 20 minutes and seeks independent writing opportunities.
2nd	Student rarely writes independently for 15 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for more than 30 and seeks independent writing opportunities.
3rd	Student rarely writes independently for more than 20 minutes.	Student is approaching an independent writing stamina of more than 30 minutes.	Student can consistently write independently for more than 35 minutes.	Student consistently writes independently for more than 40 minutes and seeks independent writing opportunities.

Grade 2 Benchmarks -English Language Arts

Uses capitalization and punctuation appropriately

Trimester	1	2	3 Grade Level Standard	4
1st	<p>Student rarely demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>	<p>Student is beginning to demonstrate command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>	<p>Student demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>	<p>Student consistently demonstrates command of Conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>
2nd	<p>Student rarely demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Grade level skills include:</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>	<p>Student is beginning to demonstrate command of conventions of standard English capitalization and punctuation when writing.</p> <p>Grade level skills include:</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>	<p>Student demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Grade level skills include:</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p>	<p>Student consistently demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Grade level skills include:</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p> <p>Use of quotation marks for dialogue</p>

Grade 2 Benchmarks -English Language Arts

3rd	<p>Student rarely demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p> <p>Use an apostrophe for contractions and possessives</p> <p>Use commas in greetings and closings of letters</p>	<p>Student is beginning to demonstrate command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p> <p>Use an apostrophe for contractions and possessives</p> <p>Use commas in greetings and closings of letters</p>	<p>Student demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p> <p>Use an apostrophe for contractions and possessives</p> <p>Use commas in greetings and closings of letters</p>	<p>Student consistently demonstrates command of conventions of standard English capitalization and punctuation when writing.</p> <p>Capitals and correct ending punctuation in sentences</p> <p>Commas in a series</p> <p>Capitalize proper nouns, “I” and words in a title</p> <p>Use of quotation marks for dialogue</p> <p>Use an apostrophe for contractions and possessives</p> <p>Use commas in greetings and closings of letters</p>
------------	--	--	---	---

Applies conventions of grammar and usage

Trimester	1	2	3 Grade Level Standards	4
All	<p>Student rarely demonstrates command of conventions of standards English grammar and usage when speaking and writing.</p> <p>Collective nouns, pronouns, adjectives, adverbs, simple and compound sentences</p>	<p>Student is beginning to demonstrate command of conventions of standards English grammar and usage when speaking and writing.</p> <p>Collective nouns, pronouns, adjectives, adverbs, simple and compound sentences</p>	<p>Student demonstrates command of conventions of standards English grammar and usage when speaking and writing.</p> <p>Collective nouns, pronouns, adjectives, adverbs, simple and compound sentences</p>	<p>Student consistently and independently applies above grade-level grammar, usage, and mechanics skills.</p> <p>Collective nouns, pronouns, adjectives, adverbs, simple and compound sentences</p>

Grade 2 Benchmarks -English Language Arts

<p align="center">All (As needed)</p>	<p>Student rarely demonstrates the use of knowledge of language and its conventions when reading, writing or listening.</p> <p>Examples: going vs. “gonna”, because vs. “cause”</p>	<p>Student is beginning to demonstrate the use of knowledge of language and its conventions when reading, writing or listening.</p> <p>Examples: going vs. “gonna”, because vs. “cause”</p>	<p>Student demonstrates the use of knowledge of language and its conventions when reading, writing or listening.</p> <p>Examples: going vs. “gonna”, because vs. “cause”</p>	<p>Student consistently and independently the use of knowledge of language and its conventions when reading, writing or listening.</p> <p>Examples: going vs. “gonna”, because vs. “cause”</p>
<p align="center">All</p>	<p>Student rarely determines or clarifies the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>Context clues, prefixes, suffixes, root words, compound words</p>	<p>Student is beginning to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>Context clues, prefixes, suffixes, root words, compound words</p>	<p>Student determines or clarifies the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>Context clues, prefixes, suffixes, root words, compound words</p>	<p>Student consistently and independently determines or clarifies the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>Context clues, prefixes, suffixes, root words, compound words</p>
<p align="center">All</p>	<p>Student rarely demonstrates understanding of figurative language, word relationships and nuances in word meaning.</p>	<p>Student is beginning to demonstrate understanding of figurative language, word relationships and nuances in word meaning.</p>	<p>Student demonstrates understanding of figurative language, word relationships and nuances in word meaning.</p>	<p>Student consistently and independently demonstrates understanding of figurative language, word relationships and nuances in word meaning.</p>

Grade 2 Benchmarks -English Language Arts

Applies spelling and word study strategies in daily work

Trimesters	1	2	3 Grade Level Standard	4
All	<p>Student rarely uses reference materials as needed to support correct spelling in written work.</p> <p>Student rarely applies patterns and generalizations to spell words correctly.</p> <p>Student rarely uses the word wall as a tool to apply correct spelling to his/her work.</p>	<p>Student is beginning to use reference materials as needed to support correct spelling in written work.</p> <p>Student is beginning to apply patterns and generalizations to spell words correctly.</p> <p>Student is beginning to use the word wall as a tool to apply correct spelling to his/her work.</p>	<p>Student uses reference materials as needed to support correct spelling in written work.</p> <p>Student applies taught patterns and generalizations to spell words correctly.</p> <p>Student uses the word wall as a tool to apply correct spelling to his/her work.</p>	<p>Student consistently and independently uses correct spelling in all written work.</p>

Applies handwriting skills to write legibly

Trimester	1	2	3 Grade Level Standard	4
All	<p>Student does not write or rarely writes legibly.</p>	<p>Student sometimes writes legibly.</p>	<p>Student usually writes legibly.</p>	<p>Student consistently writes legibly.</p>

Listening and Speaking

Participates in discussions and small groups

Trimester	1	2	3 Grade Level Standard	4
ALL	<p>Student can rarely build on others ideas and express their own clearly.</p> <p>Student is never prepared to participate in the group discussions.</p> <p>Never asks questions or contributes.</p> <p>Rarely demonstrates active listening skills (retell key ideas presented, staying on topic by linking ideas)</p>	<p>Student can occasionally build on others ideas and express their own clearly.</p> <p>Sometimes is prepared having read materials.</p> <p>Occasionally asks questions.</p> <p>Occasionally demonstrates active listening skills (retell key ideas presented, staying on topic by linking ideas)</p>	<p>Student has achieved grade-level expectations by consistently building on others ideas and expressing their own ideas clearly.</p> <p>Student comes to discussions prepared having read materials.</p> <p>Follows agreed upon rules for discussion and carries out assigned roles.</p> <p>Pose and responds to questions that contribute to the discussion.</p>	<p>Student has achieved above grade-level expectations and extends details to support ideas that contribute to the conversation.</p> <p>Student leads group discussions and incorporated high level thinking and thought provoking questions to enhance the discussion.</p>