



# Grade-Level Benchmarks Second Grade

## Student Success Skills

### LEARNER MINDSETS (ATTITUDES & BELIEFS)

#### **Motivation**

- participates in class actively and appropriately
- shows initiative
- asks questions
- is a self-starter and asks for the resources that support learning

#### **Persistence**

- tries their best every day
- pushes through hard things and doesn't give up easily
- understands that mistakes are learning opportunities

#### **Reflection**

- through ongoing reflection, sees their strengths and areas for growth
- receives feedback from others to improve the quality of their work
- gives helpful, kind, and specific feedback to help others

### WORK HABITS (BEHAVIORS)

#### **Craftsmanship**

- takes pride in their work and always tries their best
- creates original work that is neat and reflects their best effort
- makes revisions to make their work better

#### **Reliability**

- manages their time and materials to complete learning activities within the designated time frame
- comes to class prepared
- listens and follows directions
- turns in assignments on time

#### **Self-Regulation**

- remains focused and engaged in learning
- manages emotions and accepts responsibility for personal actions
- adapts to changes in routines and transitions throughout the day

### RESPONSIBILITIES AS A COMMUNITY MEMBER (VALUES)

#### **Caring for the Community**

- actively contributes to the community and shows care for the environment and others
- shows empathy, kindness, and concern for others
- follows classroom rules and procedures

#### **Collaboration**

- works well with classmates and teachers
- works to solve problems in positive ways when working in groups

#### **Valuing Diversity**

- treats others with respect
- listens to and respects others' opinions and beliefs

## LITERACY: READING

### Comprehension

- listens to and discusses stories, nonfiction, functional texts, nonfiction, and opinion articles
- thinks about and discusses characters and their feelings, and how they change
- makes, writes, and shares text-to-self, text-to-world, and text-to-text connections
- wonders, discusses, and confirms predictions through discussion and writing
- identifies the main events and retells a story
- discusses the organization of a story
- practices choosing “just-right” books
- reads independently and applies strategies learned
- refers to the story to support thinking
- writes about and draws connections
- listens to, retells, and discusses a folktale
- practices self-monitoring during independent reading
- listens to and visualizes poetry, fiction, or nonfiction text
- draws, shares, discusses, and writes about mental images
- explores story elements such as setting, endings, and problem and solution
- makes, discusses, and writes about inferences and refers to the story to support thinking
- discusses the story’s message
- identifies, discusses, and writes about what is learned from a story or nonfiction text
- listens to and discusses parts of a biography
- previews nonfiction text
- ask questions about a text that is read
- uses text features in a nonfiction text
- compares and contrasts two nonfiction texts and two articles on a single topic
- identifies important ideas and identifies how reasons can support ideas
- confers 1:1 with the teacher about independent reading books

### **Accuracy**

- abundantly reads
- looks carefully at letters and words
- uses beginning and ending sounds
- blends sounds; stretches and rereads
- chunks letters and sounds together
- recognizes words at sight

### **Fluency**

- voraciously reads
- reads appropriate-level texts that are a good fit
- rereads text
- practices common sight words and high-frequency words
- adjusts and applies different reading rates to match text
- uses punctuation to enhance phrasing and prosody (end marks, commas, etc.)
- reads text as the author would say it, conveying the meaning or feeling

### **Expanding Vocabulary**

- tunes into interesting words and uses new vocabulary when speaking and writing
- uses a print and online dictionary
- discusses synonyms and antonyms
- discusses shades of meaning
- discusses words with multiple meanings
- discusses prefixes (*im, mis, pre, dis*), suffixes (*ion, ly, est, ist, ation*)
- discusses compound words
- uses context clues to determine word meanings
- draws and writes about vocabulary words
- discusses idioms

## **LITERACY: WRITING**

### **The Writing Community**

- contributes to building a caring writing community
- gets ideas for writing from read-alouds
- draws, makes lists, and writes sentences to generate ideas
- explores descriptive language
- capitalizes and punctuates sentences
- uses approximate spelling and the word wall
- writes silly and scary stories
- shares stories and writes freely
- identifies and includes sensory details in writing
- makes strategic spelling choices
- writes complete sentences

### **Telling More**

- visualizes and talks about story ideas before writing
- rereads and adds details to tell more
- checks for sentence punctuation
- explores commas in a series
- tells more based on partner feedback
- confers in pairs
- uses and capitalizes proper nouns in sentences
- explores using apostrophes and commas in a series
- expands complete sentences
- uses temporal words and adjectives in sentences

### **The Writing Process**

- reviews drafts and selects one to develop and publish
- discusses alternatives for overused words in drafts
- confers in pairs
- explores strong opening sentences

- uses adverbs in sentences
- proofreads for spelling, punctuation, capitalization, and complete sentences
- writes final versions of drafts

### **Fiction**

- explores realistic and purely imaginary fiction
- generates ideas for fiction stories
- makes revisions based on partner feedback
- publishes a fiction story
- adds descriptive words and details about characters
- learns about adding punctuation to dialogue sentences
- proofreads drafts for spelling, punctuation, capitalization, and complete sentences
- checks spelling using a word bank
- uses question marks and exclamation points
- approximates the spelling of polysyllabic words
- uses irregular past tense verbs in sentences
- explores strong closing sentences

### **Nonfiction**

- explores expository (or informative), functional (or explanatory), and narrative nonfiction
- writes questions, facts, and observations
- uses temporal words and adverbs
- writes interesting opening and closing sentences
- gives feedback about what they want to know
- analyzes and revises drafts for interest, clarity, and completeness
- revises drafts based on partner feedback
- learns about the differences between formal and informal English
- proofreads for spelling, punctuation, and capitalization
- explores including text features such as illustrations and diagrams
- writes and publishes a short report using information from multiple sources

### **Letter writing**

- explores audience and purpose of friendly letters
- identifies the parts of a friendly letter
- punctuates dates, greetings, and closings
- addresses an envelope
- reviews drafts and selects one to develop
- revises letters based on partner feedback
- proofreads for spelling, punctuation, capitalization, and complete sentences

### **Poetry**

- generates lists of words for different topics
- explores and uses interesting and descriptive words in poems
- uses sensory details, including adjectives, in poems
- identifies sensory details, patterns, onomatopoeias, and figurative language in poems

- explores and uses figurative language
- publishes a poem

### **Opinion Writing**

- generates ideas for opinion pieces
- explores an audience and purpose for opinion pieces
- writes opening and closing sentences
- writes reasons and uses linking words to support opinions
- confers in pairs
- explores linking words
- uses regular and irregular plural nouns in sentences
- analyzes and revises drafts to make writing more convincing
- proofreads for spelling, punctuation, capitalization, and complete sentences
- publishes an opinion piece

### **Revisiting the Writing Community**

- reflects on growth as writers and community members
- plans for summer writing

### **Conventions**

- uses capital letters for I, the beginning of a sentence, and proper nouns
- punctuates the endings of sentences correctly
- uses apostrophes to punctuate contractions correctly
- uses the following parts of speech correctly in simple sentences: nouns, verbs, personal pronouns, adjectives, adverbs
- applies high-frequency words consistently within writing

## **LITERACY: PHONICS & WORD STUDY**

### **High-Frequency Words**

- reads and spells high-frequency words consistently

### **Spelling Patterns and Word Structure**

- uses short and long vowel sounds accurately
- sorts and reads words with spelling patterns *oo, ow, ew, oi, oy, ou, and aw*
- sorts words, determines categories, records, and explains their thinking both independently and in pairs
- discusses homophones
- learns a strategy for spelling homophones
- sorts words by syllables
- applies a strategy for reading words that end with *y*
- reads and sorts words with *r*-controlled vowels spelled *er, ir, ur, ar, and, or*

- applies a strategy for reading words with the ending *-ing, -ed*
- accurately spells words with the inflectional ending *-ing, -ed,*
- spells words with the sounds /oo/ and /ou/
- alphabetizes word lists
- reads, sorts, and spells words with consonant-*le* syllables
- reads, discusses, and sorts words with the suffixes *-er, -est, -ly, -er, or,* and *-ist, -less, -ful, -tion, -sion,* and, *-ion*
- reads, discusses, and sorts words with the prefixes *un, re,*
- recognizes and understands morphemic transformations
- reads words with multiple suffixes by syllable
- segments and reads open and closed syllables
- divides words into syllables
- reads and sorts two-syllable words
- applies knowledge of syllables to reading longer words
- divides words before or after a single consonant
- recognizes the *schwa* sound
- spells high-frequency words with irregular spellings
- reads and sorts polysyllabic words
- spells and uses contractions accurately in writing
- reads and sorts words with multiple affixes

### **Word-Solving Actions**

- uses strategic actions by combining multiple sources of information (recognizing base words, noticing patterns, syllabication, and making connections)

## **LISTENING AND SPEAKING**

- comprehends while listening
- expresses oneself purposefully and clearly
- participates effectively in discussions

## **MATHEMATICS**

### **Operations and Algebraic Thinking**

- uses addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- fluently adds and subtracts within 20 using mental strategies
  - by the end of grade 2, knows from memory all sums of two one-digit numbers

- determines whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s
  - writes an equation to express an even number as a sum of two equal addends
- uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns
  - writes an equation to express the total as a sum of equal addends

### **Number and Operations in Base Ten**

- understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
  - understands the following cases:
    - 100 can be thought of as a bundle of ten tens
    - the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds
- counts within 1000
  - skip-counts by 5s, 10s, and 100s
- read and write numbers to 1000 using base-ten numerals, number names, and expanded form
- compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons
- fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- adds up to four two-digit numbers using strategies based on place value and properties of operations
- adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
  - relates the strategy to a written method
  - understands that in adding and subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones
  - understands that sometimes it is necessary to compose or decompose tens or hundreds
- mentally adds 10 to 100 to a given number 100-900, and mentally subtracts 10 or 100 from a given number 100-900
- explains why addition and subtraction strategies work, using place value and the properties of operations

### **Measurement and Data**

- measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
- measures the length of an object twice, using length units of different lengths for the two measurements
  - describes how the two measurements relate to the size of the unit chosen
- estimates lengths using units of inches, feet, centimeters, and meters
- measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit
- uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem
- represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represents whole-number sums and differences within 100 on a number line diagram

- tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbols appropriately
- generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object
  - shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
- draws a picture graph and a bar graph to represent a data set with up to four categories
  - solves simple put together, take-apart, and compare problems using information presented in a bar graph

### **Geometry**

- recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces
  - identifies triangles, quadrilaterals, pentagons, hexagons, and cubes
- partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them
- partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words halves, thirds, half of, a third of, etc., and describes the whole as two halves, three thirds, four fourths
  - recognizes that equal shares or identical wholes need not have the same shape

## **SOCIAL STUDIES**

- discusses responsible citizenship, including the importance of education
- understands identity, including family heritage, and what makes us special and unique
- identifies map titles and map symbols and constructs simple maps
- describes what a map or globe represents
- understands the purpose and benefits of displaying information on a timeline
- represents significant events on a timeline
- recognizes the role of an individual in society
- discusses the contributions and characteristics of famous historical figures (change makers)

## **TECHNOLOGY**

### **Communication and Collaboration**

- communicates information and ideas effectively to multiple audiences using a variety of media and formats
- interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media

### **Research and Information Fluency**

- demonstrates responsible use of Internet websites as educational tools

### **Digital Citizenship**

- demonstrates good manners when working beside and with fellow students
- demonstrates knowledge of who is a trusted adult, and understands to go to a trusted adult when feeling uncomfortable due to any internet content
- exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity
- practices etiquette and safety when using internet websites

### **Technology Operations and Concepts**

- follows the proper sequence to run programs, including switching between multiple program windows
- uses a variety of multimedia resources and software for directed and independent learning activities
- demonstrates appropriate use of basic shortcut commands, such as quit, copy, cut, paste, undo, save, and print
- demonstrates a beginning use of the home row on a standard keyboard
- demonstrates word processing skills, including typing a paragraph with proper capitalization, spacing, and ending punctuation
- demonstrates proper use of the taskbar and function buttons for editing text styles and graphics within a word processing document (font, size, style)
- demonstrates proper use of multimedia graphic arts tools by creating an animation; inserting graphics, photos, and videos; resizing graphics and photos; collecting, organizing, and analyzing data or information