

Observable Behaviors of 2nd Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Reads and Comprehends Grade Level Text				
Reads and understands grade level texts RL/RI 2.10	<p>Behavior: Student is unable to understand even with support. Struggles to identify basic elements of the text such as main ideas, details, or key vocabulary. Student's instructional text level range is one or more years behind grade level expectations based on district guidelines.</p> <p>Example: When asked to identify the main idea of a short story, the student gives an unrelated or incorrect response, even after being prompted with questions or visual aids.</p>	<p>Behavior: Student can partially or inconsistently identify and understand key elements of the text but may still require support to fully comprehend the material. Student's instructional text level range is quarter or half a year behind grade level expectations based on district guidelines.</p> <p>Example: The student can identify the main idea of a story but may need additional help to explain supporting details or struggles with understanding some new vocabulary.</p>	<p>Behavior: Student can independently read and understand grade-level texts. Demonstrates a solid understanding of the text, including main ideas, key details, and vocabulary. Can answer questions and make basic inferences with accuracy. Student's instructional text level range meets grade level based on district guidelines.</p> <p>Example: After reading a grade level text, the student can correctly identify the main idea, explain key details, and answer questions independently, showing understanding of the text.</p>	<p>Behavior: Student not only demonstrates proficiency but also engages in complex thinking that extends their understanding of the text. They analyze, synthesize, and apply knowledge in a way that shows deep comprehension and connections to broader concepts or real-world applications. Student's instructional text level range exceeds grade level expectations based on district guidelines.</p> <p>Example: The student reads grade-level texts with ease and goes beyond basic comprehension. They analyze characters' motivations, make connections to their own experiences or other texts, and offer insightful interpretations of the text. For example, the student may draw comparisons between the story's events and real-world situations, explaining the deeper meaning or themes in the text.</p>
Reads with fluency on grade level texts RF 2.4F	<p>Behavior: Struggles to read grade-level texts, even with support; lacks the ability to recognize many words or follow basic reading patterns.</p> <p>Example: Student hesitates frequently when reading, is unable to decode simple words, and requires constant teacher assistance to continue reading.</p>	<p>Behavior: Can read grade-level texts with frequent pauses, mispronunciations, or struggles with unfamiliar words; requires some support or guidance to maintain fluency.</p> <p>Example: Student reads with noticeable hesitations and may struggle with certain words, but can continue reading with some prompting and occasional teacher assistance.</p>	<p>Behavior: Reads grade-level texts fluently, with appropriate pacing, expression, and accuracy, and can decode most words independently.</p> <p>Example: Student reads smoothly with few errors, showing confidence and fluency while reading a grade-level text, and needs minimal support.</p>	<p>Behavior: Reads grade-level texts fluently and with expression, demonstrating a deep understanding of the text through self-correction and complex interpretation of content.</p> <p>Example: Student reads aloud fluently, with proper phrasing and expression, and can discuss the meaning, themes, or ideas from the text, offering insights beyond basic comprehension.</p>
Reads with accuracy on grade level texts RF 2.4	<p>Behavior: Struggles to read grade-level texts with accuracy and requires significant support to identify and decode words.</p> <p>Example: The student is unable to read basic sight words and frequently mispronounces common words, even when prompted.</p>	<p>Behavior: Reads grade-level texts with some accuracy but requires occasional support to decode unfamiliar words or maintain fluency.</p> <p>Example: The student reads most of the text accurately but hesitates or mispronounces a few words, needing teacher guidance or context clues to continue reading correctly.</p>	<p>Behavior: Reads grade-level texts accurately and independently, with minimal errors or need for support.</p> <p>Example: The student reads the text fluently with correct pronunciation, only making occasional minor errors that are self-corrected without assistance.</p>	<p>Behavior: Reads grade-level texts accurately and with fluency, demonstrating a deep understanding by self-correcting and applying advanced reading strategies independently.</p> <p>Example: The student reads a grade-level text fluently, self-corrects mistakes, and uses context clues or word patterns to figure out challenging words, reflecting strong comprehension and accuracy throughout the text.</p>
Key Ideas and Details in Literature				

<p>At their instructional level, recount stories and determine their central message, lesson, or moral RL 2.2</p>	<p>Behavior: Student struggles to recount the main events of a story and has difficulty identifying the central message or lesson, even with support. Example: After listening to a short story, the student can only recall a few random details, such as the names of characters, but cannot explain what the story was about or what the main lesson was.</p>	<p>Behavior: Student can recount some of the main events of a story and may need occasional support to identify the central message or lesson, but their response is incomplete or inconsistent. Example: The student recounts the basic events of the story but requires prompting to identify the central message. They may mention that the story is about friendship, but cannot explain what lesson is learned from it.</p>	<p>Behavior: Student can independently recount the main events of a story and determine the central message, lesson, or moral with accuracy. Example: After reading a fable, the student clearly states the central message, such as "The lesson of the story is that honesty is important," and provides examples from the story to support this understanding.</p>	<p>Behavior: Student not only recounts the main events and accurately identifies the central message, lesson, or moral, but also reflects on how the lesson applies to real-life situations or extends beyond the story. Example: The student recounts the events of a story and identifies the moral, then connects it to a personal experience.</p>
<p>At their instructional level, compare and contrast narrative stories RL 2.9</p>	<p>Behavior: Unable to compare or contrast narrative stories even with support. Example: The student struggles to identify similarities or differences between two stories. When prompted, they may mention one basic detail, but they cannot explain how the stories are alike or different.</p>	<p>Behavior: Can partially compare and contrast narrative stories, but may need support or is inconsistent. Example: The student can point out one or two similarities or differences between stories with assistance. For instance, they might say, "Both stories have a dog," but struggle to explain how the dog affects the plot in both narratives.</p>	<p>Behavior: Independently compares and contrasts narrative stories by identifying clear similarities and differences. Example: The student can independently compare and contrast key elements of two stories, such as characters, setting, and plot. For example, "In the first story, the setting is a forest, and in the second, it's a city. The main character in both stories is a young girl, but in one story, she's brave, and in the other, she's shy."</p>	<p>Behavior: In addition to being proficient, the student independently uses complex thinking that extends an in-depth understanding, analysis, and application of comparing and contrasting narrative stories. Example: The student not only compares basic elements like characters and settings but also analyzes how the themes or messages in the stories relate to each other. For example, "Both stories show how the characters overcome challenges, but the first story teaches that kindness can solve problems, while the second teaches that being brave can help you face your fears."</p>

Craft and Structure in Literature

<p>At their instructional level, acknowledges differences in the point of view of characters RL 2.6</p>	<p>Behavior: The student is unable to identify or acknowledge differences in the point of view of characters, even with support. Example: When asked how two characters might feel about a situation, the student states that both characters feel the same, despite clear differences in the story.</p>	<p>Behavior: The student can acknowledge differences in the point of view of characters, but does so inconsistently or with support. Example: The student may sometimes identify that one character feels happy and another feels sad but may struggle to explain why they have different feelings or may need prompts to make the connection.</p>	<p>Behavior: The student independently identifies and acknowledges differences in the point of view of characters. Example: The student accurately explains that one character in a story feels angry because they lost their toy, while another character feels sad because they broke the toy, providing reasons for each character's point of view.</p>	<p>Behavior: In addition to independently acknowledging differences in the point of view of characters, the student extends their understanding by analyzing and applying complex thinking to explain how these differences affect the story. Example: The student not only identifies how two characters view a situation differently but also analyzes how those differing points of view influence the characters' actions and the outcome of the story.</p>
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Key Ideas and Details & Integration of Knowledge in Informational Text

<p>At their instructional level, ask and answer questions to show understanding of key details and main idea RI 2.1/RI2.2</p>	<p>Behavior: The student is unable to ask or answer questions that show understanding of key details or the main idea, even with support. Example: When asked to identify the main idea of a story, the student provides an unrelated response or does not attempt to answer the question, despite teacher prompting.</p>	<p>Behavior: The student can ask or answer questions about key details or the main idea, but does so inconsistently or with significant support. Example: When asked to explain a key detail from a text, the student may provide a partial answer, but needs further guidance or prompting to fully elaborate on their response.</p>	<p>Behavior: The student can independently ask and answer questions about key details and the main idea, demonstrating a clear understanding of the material. Example: After reading a text, the student can independently identify the main idea and a key detail, such as, "The main idea is that animals need food to survive. A key detail is that the tiger hunts for food."</p>	<p>Behavior: In addition to demonstrating proficiency, the student can ask and answer questions that extend beyond the basic understanding, showing deeper analysis or application of the key details and main idea. Example: The student can not only identify the main idea and key details, but also explain how those details connect to a broader theme, such as, "The main idea is that teamwork helps achieve goals. A key detail is when the characters help each other to show this."</p>
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Craft and Structure in Literature

<p>At their instructional level, identify the main purpose of a text, including what the author wants to answer, explain, or describe RI 2.6</p>	<p>Behavior: Unable to identify the main purpose of the text, even with support. Example: The student reads a story about a dog and cannot determine if the author is trying to explain, describe, or answer a question, even after being prompted with questions like “What is the author trying to tell us about the dog?”</p>	<p>Behavior: Partially, inconsistently, or with support, can identify the main purpose of the text. Example: The student reads a story about a dog and, with support, can state that the author is trying to describe the dog but may not fully explain the author’s intent or struggle to identify specific details related to the purpose. They may need additional prompting or assistance to make the connection.</p>	<p>Behavior: Independently able to identify the main purpose of the text, including what the author wants to answer, explain, or describe. Example: The student reads a story about a dog and independently states that the author’s purpose is to describe the dog’s actions and characteristics, explaining what the dog does and how it behaves in the story.</p>	<p>Behavior: In addition to being proficient, the student also independently uses complex thinking that extends an in-depth understanding, analysis, and application of the skill. Example: The student reads a story about a dog and not only identifies that the author’s purpose is to describe the dog, but also explains why the author chose to describe the dog in such a way (e.g., to show the dog’s bravery or to emphasize a lesson about friendship).</p>
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Foundational Skills

<p>Demonstrates and applies grade-level word study knowledge RF 2.5a</p>	<p>Behavior: Struggles to identify grade-level sight words and phonetic patterns even with support. Example: The student cannot identify basic word patterns or struggles to read and spell common sight words, even when prompted or provided visual aids.</p>	<p>Behavior: Can identify some grade-level sight words and phonetic patterns, but does so inconsistently or with assistance. Example: The student occasionally identifies word patterns or reads sight words but requires prompts to recall them, such as needing help with common digraphs like “ch” or “sh.”</p>	<p>Behavior: Independently recognizes and applies grade-level sight words and phonetic patterns in reading and writing tasks. Example: The student can read grade-level texts fluently, identifying sight words and word patterns like “fl,” “pl,” or “ack” independently, and can use these patterns to decode unfamiliar words.</p>	<p>Behavior: In addition to performing at a proficient level, the student consistently demonstrates complex thinking by applying word study knowledge in new and challenging contexts, showing an in-depth understanding of how words are constructed. Example: The student not only identifies sight words and patterns but also explores word families, creates new words by manipulating sounds (e.g., changing “fl” to “pl” to make “plane”), and applies this knowledge to solve unfamiliar words.</p>
<p>At their instructional level demonstrates and applies word study knowledge. RF 2.5</p>	<p>Behavior: The student is unable to apply appropriate word study knowledge for their instructional level in small group, even with support or guidance.</p>	<p>Behavior: The student can partially applies appropriate word study knowledge for their instructional level in small group, with some inconsistencies, and requires support to apply skills correctly.</p>	<p>Behavior: The student independently applies word study knowledge for their instructional level in small group, applying spelling patterns and phonetic rules accurately.</p>	<p>Behavior: The student applies word study knowledge beyond their instructional level.</p>

Writing- Text Types and Purposes

<p>Writes a narrative with a beginning, middle, and end W 2.3ideas</p>	<p>Behavior: The student is unable to create a narrative with a clear beginning, middle, or end even with support. Example: The student writes a story that starts without an introduction, lacks a clear middle, and ends abruptly without resolution or conclusion. The story may be a series of unrelated events with no clear structure.</p>	<p>Behavior: The student can write a narrative with a beginning, middle, and end, but the structure may be incomplete or inconsistent, and the student needs support to maintain organization. Example: The student begins the story with an introduction, but the middle section may be vague or incomplete, and the ending is rushed or unclear. For instance, the student might describe a character starting an activity without explaining what happens in the middle and ending the story without a clear resolution.</p>	<p>Behavior: The student independently writes a narrative with a clear beginning, middle, and end, demonstrating a well-organized structure. Example: The student writes a complete story with a clear introduction, a detailed middle where events unfold logically, and a conclusion that resolves the narrative. For example, the student writes a story about a character who plans to bake a cake, describes the steps taken during baking, and ends with the character enjoying the cake with friends.</p>	<p>Behavior: In addition to writing a narrative with a beginning, middle, and end, the student demonstrates complex thinking and provides an in-depth understanding, analysis, or application of the events within the story. The student shows creativity and depth in the narrative structure and use of language. Example: The student writes a story with a clear beginning, middle, and end, but also incorporates detailed descriptions, multiple perspectives, or lessons learned through the narrative. For example, the student writes about a character learning the importance of teamwork while solving a problem and ties the conclusion to a broader moral or reflection on the experience. The story is engaging and shows complex thought in the events and their implications.</p>
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<p>Writes informational text to explain a topic or ideas W 2.2.ideas</p>	<p>Behavior: The student is unable to write an informational text to explain a topic or ideas, even with support. Example: The student may provide a list of disconnected facts with little to no explanation, or the writing may be unclear or incomplete. For example, a student writes “The sun is big. It is hot. Plants grow.” without further explanation or detail.</p>	<p>Behavior: The student can write an informational text with partial or inconsistent ability, sometimes with support, to explain a topic or idea. Example: The student provides basic information but may leave gaps or rely on simple statements. For example, a student writes “The sun is big. It is hot. It helps plants grow,” with some explanation, but lacks detail or examples to make the information clear.</p>	<p>Behavior: The student independently writes an informational text to clearly explain a topic or idea, using appropriate details and organization. Example: The student writes a clear explanation of the topic with supporting details. For example, a student might write: “The sun is a star in the sky. It is very hot, and it gives light and heat to the Earth. Without the sun, plants and animals could not live.” The writing is organized and provides relevant details that clearly explain the topic.</p>	<p>Behavior: The student independently writes an in-depth informational text, demonstrating complex thinking and extending their understanding of the topic with clear analysis and examples. Example: The student goes beyond basic explanations and includes analysis or connections between ideas. For example, a student might write: “The sun is a star in the center of our solar system. It is about 93 million miles away from Earth, but its heat and light travel to us, allowing plants to grow and animals to thrive. Without the sun, there would be no life on Earth. Scientists study the sun to understand how it affects weather and climate, which helps us predict the future of our planet.” The student provides thorough, well-organized information and draws connections between ideas.</p>
<p>Writes an opinion piece that state an opinion, supplies reasons, and a sense of closure W 2.1.ideas</p>	<p>Behavior: The student is unable to write an opinion piece, even with support. They struggle to identify a clear opinion or provide reasons for their opinion. The writing lacks a sense of closure or a clear ending. Example: The student writes, “I like dogs.” There are no reasons given for why they like dogs, and the piece ends abruptly without a conclusion or closing statement.</p>	<p>Behavior: The student can express an opinion with some support but may struggle to consistently provide clear reasons or close the piece effectively. The opinion and reasons are sometimes unclear or incomplete. Example: The student writes, “I like cats because they are soft.” The opinion is clear, but there may only be one reason, and the piece lacks a clear closing sentence or conclusion.</p>	<p>Behavior: The student independently writes a clear opinion with at least two reasons to support it. They include a sense of closure, such as a concluding statement that ties the opinion together. Example: The student writes, “I like pizza because it tastes good and you can put a lot of toppings on it. It is the best food.” The opinion is clear, the reasons are supported, and there is a closing sentence that wraps up the idea.</p>	<p>Behavior: In addition to being proficient, the student independently uses complex thinking to extend their opinion piece. They provide multiple reasons, elaborate on their reasons, and add a deep level of analysis or reflection. The closure is thoughtful and reinforces the opinion with a higher level of insight. Example: The student writes, “I like reading books because it helps me learn new things, and I can imagine different worlds. Books make me feel like I can do anything! I also think reading is important because it helps me get smarter and understand more about the world. That’s why books are so special.” The student gives multiple, elaborated reasons and ends with a reflective conclusion that emphasizes the importance of reading.</p>

Writing- Production and Distribution

<p>Develops writing by planning, revising, editing, and publishing W 2.5</p>	<p>Behavior: The student struggles to organize thoughts and ideas for writing. They require significant support to plan, revise, or edit their work. The final draft may lack coherence or detail. Example: The student writes a short, disorganized paragraph with little to no planning, often leaving out key ideas or important details. They are unable to revise their work even when prompted.</p>	<p>Behavior: The student can plan and write with some support, but their revisions and edits are incomplete or inconsistent. They may need reminders to make changes to improve their writing. Example: The student drafts a story with a clear beginning, middle, and end but may only make minimal revisions after teacher feedback. For example, they might correct a few spelling mistakes but overlook missing punctuation or unclear sentences.</p>	<p>Behavior: The student can independently plan, revise, edit, and publish their writing. They follow a logical sequence and can make meaningful improvements based on feedback. Example: The student drafts a well-organized story with clear sentences and paragraphs. After receiving feedback, they independently revise by adding details and correcting grammar and punctuation before publishing their final piece.</p>	<p>Behavior: The student demonstrates a high level of independence in planning, revising, editing, and publishing their writing. They extend their thinking by adding complex ideas, integrating rich vocabulary, and refining their writing for deeper meaning. Example: The student writes a detailed, multi-paragraph narrative with well-developed characters and setting. They independently revise their writing to enhance clarity, structure, and creativity, using sophisticated vocabulary and varied sentence structures to improve their work.</p>
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<p>Demonstrates a command of the grade-level appropriate conventions of standard English grammar and usage. L 2.1/ L 2.2</p>	<p>Behavior: Struggles to use basic grammar conventions such as subject-verb agreement, proper punctuation, and sentence structure even with support. Errors are frequent, and the student is unable to make corrections independently. Example: Writes, “She go to the store,” or uses no punctuation at the end of a sentence.</p>	<p>Behavior: Demonstrates partial understanding of grammar conventions but needs support to apply them consistently. There are occasional errors in subject-verb agreement, punctuation, or sentence structure. Example: Writes, “She goes to the store,” but occasionally forgets to capitalize the first letter of a sentence or use a period at the end.</p>	<p>Behavior: Independently applies grade-level grammar conventions, including subject-verb agreement, correct punctuation, and basic sentence structure with few errors. Example: Writes, “She goes to the store,” and correctly uses capital letters at the beginning of sentences and periods at the end.</p>	<p>Behavior: Demonstrates a thorough understanding of grammar conventions and uses them consistently, including when writing more complex sentences. In addition to being proficient, the student shows the ability to make in-depth revisions and independently uses grammar to enhance the clarity and complexity of their writing. Example: Writes, “After she goes to the store, she buys some fruit,” using correct punctuation, capitalization, and effective sentence structure. The student also adds details to make the writing more engaging or complex.</p>
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