

## Grade 2 Scoring Rubric

### READING Foundational Skills

#### Essential Standard: Uses letter sound knowledge to decode

Essential Knowledge Outcome: Students are fluent readers

#### STANDARDS ADDRESSED:

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

#### First Trimester: Benchmarks

Warning (1)	Little or no recognition of grade level phonics and use of word analysis skills. Recognize few (50-100) grade appropriate irregularly spelled words.
Needs Improvement (2)	With teacher prompting and support, distinguishes long/short vowels and reads regularly spelled two syllable words with long vowels. Recognizes and reads some (100-200) grade appropriate irregularly spelled words.
Proficient (3)	Independently reads one syllable words with long/short vowels, and regularly spelled two-syllable words with long vowels. Knows spelling/sound correspondence for vowel teams. Recognizes and reads most (200+) grade level irregularly spelled words.
Advanced (4)	Decodes fluently to read and comprehend complex texts

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of grade level phonics and word analysis skills. Recognizes few (100-150) grade appropriate irregularly spelled words.
Needs Improvement (2)	Independently reads one syllable words with long/short vowels. Requires teacher prompting and support to read regularly spelled two-syllable words with long vowels and words with common affixes, Recognizes and reads some(200+) grade appropriate irregularly spelled words
Proficient (3)	Independently reads: regularly spelled two-syllable words with long vowels, common affixes; knows spelling sound correspondences for vowel teams; recognizes and reads most grade level irregularly spelled words
Advanced (4)	Decodes fluently to read and comprehend complex texts

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of grade level phonics and word analysis skills. Recognizes few (100-150) grade appropriate irregularly spelled words
Needs Improvement (2)	Independently reads one syllable words with long/short vowels. Requires teacher prompting and support to read regularly spelled two-syllable words with long vowels and words with common affixes and reads some (200+) grade appropriate irregularly spelled words
Proficient (3)	Independently reads regularly spelled two-syllable words with long vowels and words with common affixes. Identifies words with inconsistent spelling/sound correspondences. Recognizes and reads grade level irregularly spelled words.
Advanced (4)	Decodes fluently to read and comprehend complex texts

**READING Foundational Skills****Essential Standard: Reads orally with fluency****STANDARDS ADDRESSED:****2.RF.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive reading understanding, rereading as necessary
- c. Use context to confirm or self-correct word recognition and

First Trimester: Benchmarks	
Warning (1)	Little or no evidence of comprehension of grade level text ; student has a high error rate (>4 errors/pm) and or does use context cues or reread as needed to improve accuracy and understanding. Repeated reading does not improve rate, accuracy or expression
Needs Improvement (2)	Requires teacher prompting and support to orally demonstrate comprehension of grade level text., requires prompting and support to employ context cues, given repeated reading demonstrates limited improvement in accuracy, rate, and expression.
Proficient (3)	Orally demonstrates comprehension of grade level text; repeated reading improves accuracy, rate and expression; uses context cues and rereads as necessary to improve accuracy and understanding
Advanced (4)	Orally demonstrates comprehension of grade level text; orally with appropriate prosody and expression; uses context cues and rereads as necessary to improve accuracy and understanding

Second Trimester: Benchmarks	
Warning (1)	Little or no evidence of comprehension of grade level text; has a high error rate (>4errors/pm)does not self-correct miscues or reread as needed to improve accuracy and understanding
Needs Improvement (2)	Requires teacher prompting and support to orally demonstrate comprehension of grade level text, requires prompting and support to employ context cues. Given repeated reading, demonstrates limited improvement in accuracy, rate, and expression.
Proficient (3)	Orally demonstrates comprehension of grade level text; given successive readings, is able to read grade level text accurately with appropriate rate and expression; uses context cues and rereads as necessary to improve accuracy and understanding
Advanced (4)	Orally demonstrates comprehension of grade level text; uses context cues and rereads as necessary to improve accuracy and understanding, reads orally with appropriate prosody and expression.

Third Trimester: Benchmarks	
Warning (1)	Little or no evidence of comprehension of grade level text; student has a high error rate (>4 errors/pm) and or does use context cues or reread as needed to improve accuracy and understanding. Repeated reading does not improve rate, accuracy or expression
Needs Improvement (2)	Requires teacher prompting and support to orally demonstrate comprehension of grade level text, requires prompting and support to employ context cues. Given repeated reading demonstrates limited improvement in accuracy, rate, and expression.
Proficient (3)	Orally demonstrates comprehension of grade level text; given successive readings, is able to read grade level text accurately with appropriate rate and expression; uses context cues and rereads as necessary to improve accuracy and understanding
Advanced (4)	Orally demonstrates comprehension of text in 2-3 grade band; uses context cues and rereads as necessary to improve accuracy and understanding, reads orally with appropriate prosody and expression.

**READING COMPREHENSION****Essential Standard:** *Retells stories from a variety of genres (L).*

Essential Knowledge Outcome: Students learn and use skills and strategies needed to read and comprehend literary and informational text.

**STANDARDS ADDRESSED:**

2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**First Trimester: Benchmarks**

	Not Assessed
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**Second Trimester: Benchmarks**

Warning (1)	Limited or no ability to recount stories.
Needs Improvement (2)	Requires teacher prompting and support to recount stories.
Proficient (3)	Independently retells texts with explanation. Recounts stories from a variety of genres including fables and folktales from diverse cultures and determines the central message, lesson or moral.
Advanced (4)	Independently summarizes texts.

**Third Trimester: Benchmarks**

	Not Assessed
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**READING COMPREHENSION****Essential Standard:** *Describes the structure of a story.*

Essential Knowledge Outcome: Students learn and use skills and strategies needed to read and comprehend literary and informational text.

**STANDARDS ADDRESSED:**

.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**First Trimester: Benchmarks**

Warning (1)	Little or no understanding of story structure
Needs Improvement (2)	Requires teacher prompting and support to describe the overall structure of story.
Proficient (3)	Describes the overall structure of story including the beginning, as an introduction and end of story as conclusion.
Advanced (4)	

**Second Trimester: Benchmarks**

	Not Assessed
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**Third Trimester: Benchmarks**

Warning (1)	Little or no understanding of story structure
Needs Improvement (2)	Requires teacher prompting and support to describe the overall structure of story.
Proficient (3)	Describes the overall structure of story including the beginning, as an introduction and end of story as conclusion.
Advanced (4)	

**READING COMPREHENSION****Essential Standard:** *Asks and answers questions about key details in a text (L)***STANDARDS ADDRESSED:**2.RL.1 Ask and answer such questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of what has been read. Unable to ask or answer who, what, where, when, why and how questions concerning key details in a text
Needs Improvement (2)	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.
Proficient (3)	Independently asks and answers who, what, where, when, why and how questions concerning key details in a literary text.
Advanced (4)	Independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of what has been read. Unable to ask or answer who, what, where, when, why and how questions concerning key details in a text
Needs Improvement (2)	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.
Proficient (3)	Independently asks and answers who, what, where, when, why and how questions concerning key details in a literary text.
Advanced (4)	Independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of what has been read. Unable to ask or answer who, what, where, when, why and how questions concerning key details in a text
Needs Improvement (2)	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.
Proficient (3)	Independently asks and answers who, what, where, when, why and how questions concerning key details in a literary text.
Advanced (4)	Independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.

**READING COMPREHENSION****Essential Standard:** *Asks and answers questions about key details in a text (1)***STANDARDS ADDRESSED:**2.RI.1 Ask and answer such questions such as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of what has been read. Unable to ask or answer who, what, where, when, why and how questions concerning key details in a text
Needs Improvement (2)	Requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.
Proficient (3)	Independently asks and answers who, what, where, when, why and how questions concerning key details in an informational text.
Advanced (4)	Independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.
Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of what has been read. Unable to ask or answer who, what, where, when, why and how questions concerning key details in a text
Needs Improvement (2)	Requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.
Proficient (3)	Independently asks and answers who, what, where, when, why and how questions concerning key details in an informational text.
Advanced (4)	Independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.
Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of what has been read. Unable to ask or answer who, what, where, when, why and how questions concerning key details in a text
Needs Improvement (2)	Requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.
Proficient (3)	Independently asks and answers who, what, where, when, why and how questions concerning key details in an informational text.
Advanced (4)	Independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.

**READING COMPREHENSION****Essential Standard:** *Understands character***STANDARDS ADDRESSED:**

2.RL.3 Describe how characters in a story respond to major events and challenges

2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**First Trimester: Benchmarks**

	Not Assessed
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**Second Trimester: Benchmarks**

Warning (1)	Little or no understanding of how characters in a story respond to major events and challenges, unable to recognize differences in characters' points of view
Needs Improvement (2)	Requires teacher prompting and support to understand how characters in a story respond to major events and challenges, requires teacher modeling to acknowledge differences in points of views of characters including speaking in different voices when reading dialogue aloud.
Proficient (3)	Independently describes how characters in a story respond to major events and challenges. Reads to determine point of view. Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Advanced (4)	Independently discusses and analyzes characters; asks and answers complex inferential questions about abstract traits of characters, makes connections to background knowledge, other texts and theme. Summarizes text.

**Third Trimester: Benchmarks**

Warning (1)	Little or no understanding of how characters in a story respond to major events and challenges, unable to recognize differences in characters' points of view
Needs Improvement (2)	Requires teacher prompting and support to understand how characters in a story respond to major events and challenges, requires teacher modeling to acknowledge differences in points of views of characters including speaking in different voices when reading dialogue aloud.
Proficient (3)	Independently describes how characters in a story respond to major events and challenges. Reads to determine point of view. Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Advanced (4)	Independently discusses and analyzes characters; asks and answers complex inferential questions about abstract traits of characters, makes connections to background knowledge, other texts and theme. Summarizes text.

**Reading Comprehension****Essential Standard:** *Identifies main topic and supporting details (1)***STANDARDS ADDRESSED:**

.2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text..

2.RI.8 Describe how reasons support specific points an author makes in a text

First Trimester: Benchmarks	
	Not Assessed

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Needs Improvement (2)	Requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe
Proficient (3)	Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Needs Improvement (2)	Requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe
Proficient (3)	Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. Describes how reasons support specific points an author makes in a text.
Advanced (4)	



## Reading Comprehension

**Essential Standard:** *Identifies main purpose of a text (I)*

### **STANDARDS ADDRESSED:**

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### First Trimester: Benchmarks

	Not Assessed
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#### Second Trimester: Benchmarks

	Not Assessed
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#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of the main purpose of a given text, or the purpose for reading a given text
Needs Improvement (2)	Requires teacher prompting or support to identify the main purpose of a text, including what the author wants to answer, explain or describe
Proficient (3)	Independently identifies the main purpose of a text, including what the author wants to answer, explain or describe. Understands the purpose for reading variety of texts.
Advanced (4)	Independently identifies the main purpose of a text, in the higher range of the grade 2-3 text complexity lexile band (450-790), including what the author wants to answer, explain or describe.

**Reading Comprehension****Essential Standard:** *Describes the connection between a series of events, ideas or steps (I)***STANDARDS ADDRESSED:**

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**First Trimester: Benchmarks**

	Not Assessed
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**Second Trimester: Benchmarks**

	Not Assessed
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**Third Trimester: Benchmarks**

Warning (1)	Little or no understanding of the connection between a series events, ideas, concepts or steps in given text
Needs Improvement (2)	Requires teacher prompting and support to describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical process
Proficient (3)	Independently describes the connection between a series of historical events, scientific ideas or concepts, or steps in a technical process. Uses background knowledge and experience to make connections between texts, ideas, historic events, or processes.
Advanced (4)	Independently describes the connection between a series of historical events, scientific ideas or concepts, or steps in a technical process in the higher range of the grade 2-3 text complexity lexile band (450-790).

**READING COMPREHENSION****Essential Standard:** *Explains how images and text features contribute to and clarify text (L,I.)***STANDARDS ADDRESSED:**

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**First Trimester: Benchmarks**

	Not Assessed
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**Second Trimester: Benchmarks**

Warning (1)	Limited or no understanding of how images and text features contribute to and clarify text (L)
Needs Improvement (2)	Requires teacher prompting and support to knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Proficient (3)	Independently knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Advanced (4)	Independently integrates informational images and text to draw conclusions about given text.

**Third Trimester: Benchmarks**

Warning (1)	Limited or no understanding of how images and text features contribute to and clarify text (L)
Needs Improvement (2)	Requires teacher prompting and support to knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Proficient (3)	Independently knows and uses text features to locate key facts. Explains how specific images contribute to and clarify text.
Advanced (4)	Independently integrates informational images and text to draw conclusions about given text.

**READING COMPREHENSION****Essential Standard:** *Uses illustrations to understand character, setting or plot***STANDARDS ADDRESSED:**

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

First Trimester: Benchmarks	
Warning (1)	Limited ability to use information gained from illustrations to demonstrate understanding of characters, setting or plot.
Needs Improvement (2)	Requires teacher prompting and support to use information gained from illustrations to demonstrate understanding of characters, setting or plot.
Proficient (3)	Independently uses information gained from illustrations to demonstrate understanding of characters, setting or plot.
Advanced (4)	Independently integrates informational images and text to draw conclusions about given text.
Second Trimester: Benchmarks	
Warning (1)	Limited ability to use information gained from illustrations to demonstrate understanding of characters, setting or plot.
Needs Improvement (2)	Requires teacher prompting and support to use information gained from illustrations to demonstrate understanding of characters, setting or plot.
Proficient (3)	Independently uses information gained from illustrations to demonstrate understanding of characters, setting or plot.
Advanced (4)	Independently integrates informational images and text to draw conclusions about given text.
Third Trimester: Benchmarks	
	Not Assessed

**READING COMPREHENSION****Essential Standard:** *Identifies and explains dialogue in stories or poems***STANDARDS ADDRESSED:**

MA.2.RL.8a -Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem

First Trimester: Benchmarks	
Warning (1)	Limited or no understanding of dialogue as words spoken by characters (usually enclosed in quotation marks) and what dialogue adds to a particular story or poem.
Needs Improvement (2)	Requires teacher prompting and support to Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Proficient (3)	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Limited or no understanding of dialogue as words spoken by characters (usually enclosed in quotation marks) and what dialogue adds to a particular story or poem.
Needs Improvement (2)	Requires teacher prompting and support to Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Proficient (3)	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Limited or no understanding of dialogue as words spoken by characters (usually enclosed in quotation marks) and what dialogue adds to a particular story or poem.
Needs Improvement (2)	Requires teacher prompting and support to Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Proficient (3)	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
Advanced (4)	

## Reading Comprehension

**Essential Standard:** Describes how words and phrases give rhythm and meaning to story, poem, song (L)

### STANDARDS ADDRESSED:

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

First Trimester: Benchmarks	
Warning (1)	Limited or no understanding of how words and phrases give rhythm and meaning to a story, poem, or song.
Needs Improvement (2)	Requires prompting and support to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Proficient (3)	Independently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determines intent of grade appropriate figurative language.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Limited or no understanding of how words and phrases give rhythm and meaning to a story, poem, or song.
Needs Improvement (2)	Requires prompting and support to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Proficient (3)	Independently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determines intent of grade appropriate figurative language.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Limited or no understanding of how words and phrases give rhythm and meaning to a story, poem, or song.
Needs Improvement (2)	Requires prompting and support to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Proficient (3)	Independently describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determines intent of grade appropriate figurative language.
Advanced (4)	

**READING COMPREHENSION****Essential Standard:** Determines the meaning of grade level words in a text (I)**STANDARDS ADDRESSED:**2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area***First Trimester: Benchmarks**

Warning (1)	Little or no understanding of the meaning of words and phrases in texts relevant to grade 2 topics and subject areas
Needs Improvement (2)	Requires teacher prompting and support to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
Proficient (3)	Independently applies word identification strategies (context cues, graphics, asks questions, uses resources) to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
Advanced (4)	Independently applies word identification strategies to determine the meaning of words and phrases in a text in the higher range of the grade 2-3 text complexity lexile range (450-790).

**Second Trimester: Benchmarks**

Warning (1)	Little or no understanding of the meaning of words and phrases in texts relevant to grade 2 topics and subject areas
Needs Improvement (2)	Requires teacher prompting and support to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
Proficient (3)	Independently applies word identification strategies (context cues, graphics, asks questions, uses resources) to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Understands intent of grade appropriate figurative language.
Advanced (4)	Independently applies word identification strategies to determine the meaning of words and phrases in a text in the higher range of the grade 2-3 text complexity lexile range (450-790).

**Third Trimester: Benchmarks**

Warning (1)	Little or no understanding of the meaning of words and phrases in texts relevant to grade 2 topics and subject areas
Needs Improvement (2)	Requires teacher prompting and support to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
Proficient (3)	Independently applies word identification strategies (context cues, graphics, asks questions, uses resources) to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
Advanced (4)	Independently applies word identification strategies to determine the meaning of words and phrases in a text in the higher range of the grade 2-3 text complexity lexile range (450-790).

**Reading Comprehension****Essential Standard:** Compare and contrast 2 texts related by story or topic (L,I)**STANDARDS ADDRESSED:**

2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

First Trimester: Benchmarks - Not assessed in this trimester

## Second Trimester: Benchmarks

Warning (1)	Little or no recognition of comparisons or contrasts apparent in two or more versions of same story
Needs Improvement (2)	Requires teacher prompting and support to compare and contrast two or more versions of the same story (L) Requires teacher prompting and support to compare and contrast most important points presented in two texts on same topic (I)
Proficient (3)	Independently compares and contrasts two or more versions of the same story from differing authors or cultures(L) Independently compares and contrasts most important points presented in two tests on same topic (I)
Advanced (4)	Recognizes multiple points of view in two or more versions of same story (L)

Third Trimester: Benchmarks - Not assessed in this trimester

Not assessed



**Reading Comprehension****Essential Standard** :Reads and comprehends grade level text (L,I)**STANDARDS ADDRESSED:**

2.RL. 10.By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

First Trimester: Benchmarks	
Warning (1)	Little or no evidence of comprehension of literary or informational text within the grades 2-3 complexity lexile band, (450-790)
Needs Improvement (2)	Requires teacher support to comprehend literary and informational text at the low end of the grades 2-3 text complexity lexile band (450-790).
Proficient (3)	Reads and comprehends literary and informational text in the grades 2-3 complexity lexile band, (450-790) with teacher support as needed at the high end of the range of text complexity
Advanced (4)	Independently reads and comprehends literary and informational text at the high end of the grades 2-3 text complexity lexile band (450-790)

Second Trimester: Benchmarks	
Warning (1)	Little or no evidence of comprehension of literary or informational text within the grades 2-3 complexity band
Needs Improvement (2)	Requires teacher support to comprehend literary and informational text at the low end of the grades 2-3 text complexity lexile band (450-790)
Proficient (3)	Reads and comprehends literary and informational text in the grades 2-3 complexity lexile band, (450-790) with teacher support as needed at the high end of the range of text complexity
Advanced (4)	Independently reads and comprehends literary and informational text at the high end of the grades 2-3 text complexity lexile band (450-790)

Third Trimester: Benchmarks	
Warning (1)	Little or no evidence of comprehension of literary or informational text within the grades 2-3 complexity band
Needs Improvement (2)	Requires teacher support to comprehend literary and informational text at the low end of the grades 2-3 text complexity lexile band (450-790)
Proficient (3)	Reads and comprehends literary and informational text in the grades 2-3 complexity(450-790) with teacher support as needed at the high end of the range of text complexity
Advanced (4)	Independently reads and comprehends literary and informational text at the high end of the grades 2-3 text complexity lexile band (450-790)

**Essential Knowledge Outcome:** *Students produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience. Students are proficient in penmanship.*

**STANDARDS ADDRESSED:**

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of the elements of an informative/explanatory text.
Needs Improvement (2)	Requires substantial teacher prompting and support to demonstrate knowledge of the elements of informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
Proficient (3)	Independently demonstrates knowledge of the elements of informative/explanatory texts including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section.
Advanced (4)	Independently writes informative/ explanatory texts using precise, vivid language.

Second Trimester: Benchmarks	
Warning (1)	Given teacher support (graphic organizers, word banks, modeling etc.) unable to form complete sentences to write informative/explanatory text. Little or no understanding of relevant facts and definitions related to topic. Unable to develop/support topic.
Needs Improvement (2)	Requires substantial prompting and support to demonstrate effective development toward the creation of an informative/explanatory text including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section.
Proficient (3)	Independently demonstrates effective development toward the creation of an informative/explanatory text including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section with less dependency on graphic organizers for support.
Advanced (4)	Independently writes informative/ explanatory texts using precise, vivid language.

Third Trimester: Benchmarks	
Warning (1)	Given teacher support (graphic organizers, word banks, modeling etc.) unable to form complete sentences to write informative/explanatory text. Little or no understanding of relevant facts and definitions related to topic. Unable to develop/support topic.
Needs Improvement (2)	Requires teacher prompting and support to write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
Proficient (3)	Independently writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
Advanced (4)	Independently writes informative/ explanatory texts using precise, vivid language.

**Writing****Essential Standard:** *Writes narrative pieces***STANDARDS ADDRESSED:**

.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of narrative form. Given teacher support (graphic organizers, word banks, modeling etc.) , unable to demonstrate knowledge of the elements of a narrative including an elaborated event or short sequence of events describing actions, thoughts and feelings.
Needs Improvement (2)	Requires teacher prompting and support to demonstrate knowledge of the elements of narratives including recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Proficient (3)	Independently demonstrates knowledge of the elements of narratives including recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Advanced (4)	Independently writes complete narratives with elaborate description and vivid, precise language.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of narrative form. Given teacher support (graphic organizers, word banks, modeling etc.) , unable to write an elaborated event or short sequence of events describing actions, thoughts and feelings.
Needs Improvement (2)	Requires substantial teacher prompting and support to write narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Proficient (3)	Independently shows effective development toward the creation of a narrative including recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure with less dependency on graphic organizers as a support.
Advanced (4)	Independently writes complete narratives with elaborate description and vivid, precise language.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of narrative form. Given teacher support (graphic organizers, word banks, modeling etc.) , unable to write an elaborated event or short sequence of events describing actions, thoughts and feelings.
Needs Improvement (2)	Requires teacher prompting and support to write narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Proficient (3)	Independently writes narratives recounting a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Advanced (4)	Independently writes complete narratives with elaborate description and vivid, precise language.

**Writing****Essential Standard:** *Writes stories or poems with dialogue.***STANDARDS ADDRESSED:**

MA.3.A. Write stories or poems with dialogue.

First Trimester: Benchmarks – Not assessed during this trimester	
Warning (1)	Little or no understanding of the elements of poetry. Unable to identify dialogue in stories or poems.
Needs Improvement (2)	With teacher prompting and support, demonstrates knowledge of the elements of poetry and identify dialogue in stories or poems.
Proficient (3)	Independently demonstrates knowledge of the elements of poetry. Identifies dialogue in stories or poems.
Advanced (4)	Writes stories or poems with dialogue.

Second Trimester: Benchmarks – Not assessed during this trimester	
Warning (1)	Little or no understanding of how to write a poem or story with dialogue.
Needs Improvement (2)	Requires substantial teacher prompting and support to create a poem or story with dialogue.
Proficient (3)	Independently shows effective development toward the creation of a poem or story with dialogue with less dependency on graphic organizers for support.
Advanced (4)	Writes stories or poems with dialogue.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of how to write a poem or story with dialogue.
Needs Improvement (2)	Requires teacher prompting and support to write a poem or story with dialogue.
Proficient (3)	Independently writes a poem or story with dialogue.
Advanced (4)	Writes a poem or story with dialogue and includes feelings and vivid language.

**Writing****Essential Standard:** *Writes opinion pieces***STANDARDS ADDRESSED:**

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of form for writing opinion pieces. Given teacher support (graphic organizers, word banks, modeling etc.) unable to write a clear essay stating reasons for one's opinion on given topic.
Needs Improvement (2)	Requires teacher prompting and support to demonstrate knowledge of the elements of an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section .
Proficient (3)	Independently demonstrates knowledge of the elements of an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.
Advanced (4)	Independently writes opinion pieces with elaborate description and precise, vivid language.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of form for writing opinion pieces. Given teacher support (graphic organizers, word banks, modeling etc.) unable to write a clear essay stating reasons for one's opinion on given topic.
Needs Improvement (2)	Requires substantial teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section .
Proficient (3)	Independently shows effective development toward the creation of an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section with less dependency on graphic organizers for support.
Advanced (4)	Independently writes opinion pieces with elaborate description and precise, vivid language.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of form for writing opinion pieces. Given teacher support (graphic organizers, word banks, modeling etc.) unable to write a clear essay stating reasons for one's opinion on given topic.
Needs Improvement (2)	Requires teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section .
Proficient (3)	Independently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.
Advanced (4)	Independently writes opinion pieces with elaborate description and precise, vivid language.

## Writing

**Essential Standard:** *Edits, revises and publishes writing in variety of formats*

### STANDARDS ADDRESSED:

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

First Trimester: Benchmarks-Not assessed during this trimester	
Warning (1)	
Needs Improvement (2)	
Proficient (3)	
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Given teacher support (teacher modeling, graphic organizers, work banks) writing evidences little or no focus on a topic, given specific focus corrections, rubrics, and teacher modeling (think alouds) student is unable to evaluate writing for editing or revision
Needs Improvement (2)	Requires adult support to focus topic, edit, and revise. Unable to peer edit.
Proficient (3)	With support from adults and or peers, focuses on a topic and edits and revises to improve writing as needed. Sometimes able to provide feedback to peers on targeted areas of writing (focus correction areas)
Advanced (4)	Independently focuses on a topic and edits and revises writing. Collaborates and provides feedback to peers on targeted area of writing (focus correction areas)

Third Trimester: Benchmarks	
Warning (1)	Given teacher support (teacher modeling, graphic organizers, work banks) writing evidences little or no focus on a topic, given rubrics, think aloud, and teacher modeling student is unable to evaluate writing for editing or revision
Needs Improvement (2)	Requires extensive adult support to focus topic, edit, and revise. Unable to peer edit. Given adult support has difficulty using digital tools.
Proficient (3)	With support from adults and or peers, focuses on a topic, edits and revises to improve writing as needed. With adult support, uses a variety of digital tools to produce and publish writing
Advanced (4)	Independently uses a variety of digital tools as appropriate to produce and publish writing.

## Writing

**Essential Standard:** *Participates in Research to Build and Present Knowledge*

### STANDARDS ADDRESSED:

2.W.7 Participate in **shared** research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

First Trimester: Benchmarks	
Warning (1)	Unable to participate in shared research and writing projects.
Needs Improvement (2)	Requires teacher prompting and support to participate in shared research and writing projects. Recalls/shares information from personal experiences that is irrelevant to topic. Has difficulty gathering relevant information from provided resources. Requires teacher prompting and support to work collaboratively with peers to discuss, plan, observe, represent, or present information.
Proficient (3)	Participates in <b>shared</b> research and writing projects. Takes part in class discussions to share and gather information. Recalls and shares information relevant to topic at hand from experiences; gathers information from provided resources to answer a question. Works collaboratively to plan, observe, record, represent and present information.
Advanced (4)	Independently researches and writes reports on topic. Applies relevant background information and independently gathers resources to answer a given question or one of his/her own.

First Trimester: Benchmarks	
Warning (1)	Unable to participate in shared research and writing projects.
Needs Improvement (2)	Requires teacher prompting and support to participate in shared research and writing projects. Recalls/shares information from personal experiences that is irrelevant to topic. Has difficulty gathering relevant information from provided resources. Requires teacher prompting and support to work collaboratively with peers to discuss, plan, observe, represent, or present information.
Proficient (3)	Participates in <b>shared</b> research and writing projects. Takes part in class discussions to share and gather information. Recalls and shares information relevant to topic at hand from experiences; gathers information from provided resources to answer a question. Works collaboratively to plan, observe, record, represent and present information.
Advanced (4)	Independently researches and writes reports on topic. Applies relevant background information and independently gathers resources to answer a given question or one of his/her own.

First Trimester: Benchmarks	
Warning (1)	Unable to participate in shared research and writing projects.
Needs Improvement (2)	Requires teacher prompting and support to participate in shared research and writing projects. Recalls/shares information from personal experiences that is irrelevant to topic. Has difficulty gathering relevant information from provided resources. Requires teacher prompting and support to work collaboratively with peers to discuss, plan, observe, represent, or present information.
Proficient (3)	Participates in <b>shared</b> research and writing projects. Takes part in class discussions to share and gather information. Recalls and shares information relevant to topic at hand from experiences; gathers information from provided resources to answer a question. Works collaboratively to plan, observe, record, represent and present information.
Advanced (4)	Independently researches and writes reports on topic. Applies relevant background information and independently gathers resources to answer a given question or one of his/her own.

**LANGUAGE AND VOCABULARY**

**Essential Standard:** Demonstrates command of English grammar when speaking

**Essential Knowledge Outcome:** *Students use standard English grammar and conventions of language when speaking and writing.*

2.L 1 Demonstrates command of the conventions of standard English grammar and usage when writing or speaking

- a. Use collective nouns (e.g. groups)
- b. Form and use frequently and reoccurring irregular plural nouns (e.g. feet , children, teeth, mice, fish)
- c. Use reflective pronouns (e.g. myself, ourselves)
- d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)
- e. Use adjectives and adverbs , and choose between them depending on what is to be modified
- f. Produce, expand and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)

MA 1 g: Read, pronounce, write and understand the meaning of common abbreviations for title, location, time periods (e.g. Dr., Ms. Mrs. St., Rd., Ave., MA., U.S., months, days of the week, a.m., p.m)

2.L 3 Use knowledge of language and it's conventions when writing, speaking or listening

- a. Compare formal and informal uses of English

First Trimester: Benchmarks	
Warning (1)	Unable to speak with correct grammar
Needs Improvement (2)	Requires prompting and support to speak with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Proficient (3)	Independently speaks correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Advanced (4)	

Second Trimester: Benchmarks –	
Warning (1)	Unable to speak with correct grammar
Needs Improvement (2)	Requires prompting and support to speak with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Proficient (3)	Independently speaks with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Able to rearrange and produce compound sentences. Demonstrates understanding and use of language appropriate for targeted audience.
Advanced (4)	



Third Trimester: Benchmarks –	
Warning (1)	Unable to speak with correct grammar
Needs Improvement (2)	Requires prompting and support to speak with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Proficient (3)	Independently speaks with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Able to rearrange and produce compound sentences. Demonstrates understanding and use of language appropriate for targeted audience.
Advanced (4)	

**LANGUAGE AND VOCABULARY**

**Essential Standard:** Demonstrates command of English grammar when writing

**STANDARDS ADDRESSED:**

2.L 1 Demonstrates command of the conventions of standard English grammar and usage when writing or speaking

- a. Use collective nouns (e.g. groups)
- b. Form and use frequently and reoccurring irregular plural nouns (e.g. feet , children, teeth, mice, fish)
- c. Use reflective pronouns (e.g. myself, ourselves)
- d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)
- e. Use adjectives and adverbs , and choose between them depending on what is to be modified
- f. Produce, expand and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)

MA 1 g: Read, pronounce, write and understand the meaning of common abbreviations for title, location, time periods (e.g. Dr., Ms. Mrs. St.,Rd., Ave., MA., U.S., months, days of the week, a.m., p.m

2 L 3 Use knowledge of language and it's conventions when writing, speaking or listening

- a. Compare formal and informal uses of English conventions

First Trimester: Benchmarks	
Warning (1)	Little or no evidence of correct grammar usage when writing
Needs Improvement (2)	Requires prompting and support to write with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Proficient (3)	Independently writes correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Advanced (4)	Produces more complex sentences using various parts of speech (e.g. adjectives, adverbs, irregular plural nouns, collective nouns) when writing

Second Trimester: Benchmarks –	
Warning (1)	Unable to write with correct grammar
Needs Improvement (2)	Requires prompting and support to write with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Proficient (3)	Independently writes correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Able to rearrange and produce compound sentences. Demonstrates appropriate language usage for targeted audience
Advanced (4)	Produces more complex sentences using various parts of speech in writing (e.g. adjectives, adverbs, irregular plural nouns, collective nouns). Demonstrates appropriate language usage for targeted audience.

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Third Trimester: Benchmarks –	
Warning (1)	Unable to write with correct grammar
Needs Improvement (2)	Requires prompting and support to write with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences).
Proficient (3)	Independently writes with correct grammar (e.g. collective nouns, irregular plural nouns; adjectives and adverbs in complete sentences). Writes common abbreviations appropriately. Able to rearrange and produce compound sentences. Demonstrates appropriate language usage for targeted audience.
Advanced (4)	Produces more complex sentences using various parts of speech in writing (e.g. adjectives, adverbs, irregular plural nouns, collective nouns). Writes target abbreviations appropriately. Demonstrates appropriate language usage for targeted audience.

LANGUAGE AND VOCABULARY
<b>Essential Standard:</b> Demonstrates conventions of standard English (e.g. spelling, punctuation, and capitalization) when writing

**STANDARDS ADDRESSED:** L.2. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing

- a. Capitalize holidays, product names, and geographic names
- b. Use commas in greetings and closing of letters
- c. Use an apostrophe to form contractions and frequently occurring possessives
- d. Generalize learned spelling patterns when writing words (e.g. cage-badge; boy-boil)
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of capitalization, punctuation, and correct spelling when writing.
Needs Improvement (2)	Requires support to use capitalization, punctuation and correct spelling when writing. Requires prompts and guidance to use appropriate references.
Proficient (3)	Independently uses capitalization, punctuation, and correct spelling when writing. Consults reference materials when needed to check accuracy.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of capitalization, punctuation, and correct spelling when writing.
Needs Improvement (2)	Requires support to use capitalization, punctuation and correct spelling when writing. Requires prompts and guidance to use appropriate references.
Proficient (3)	Independently uses capitalization, punctuation, and correct spelling when writing. Consults reference materials when needed to check accuracy.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of capitalization, punctuation, and correct spelling when writing.
Needs Improvement (2)	Requires support to use capitalization, punctuation and correct spelling when writing. Requires prompts and guidance to use appropriate references.
Proficient (3)	Independently uses capitalization, punctuation, and correct spelling when writing. Consults reference materials when needed to check accuracy.
Advanced (4)	

**LANGUAGE AND VOCABULARY**

**Essential Standard:** Uses strategies to determine the meaning of unknown or multiple meaning words and phrases

**STANDARDS ADDRESSED:**

2 L 4 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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional)
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse; lighthouse; housefly; bookshelf; notebook; bookmark)
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

2 L 5. Demonstrate understanding of word relationships and nuances in word meanings

- a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)
- b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2 L 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When the other kids are happy that makes me happy.)

First Trimester: Benchmarks	
Warning (1)	Limited ability to determine the meaning of unknown words
Needs Improvement (2)	Inconsistently recognizes or applies prefixes, context clues, compound words and determines meaning of unknown words. Requires support in recognizing grade appropriate compound words to determine meaning. Requires prompting and guidance to correctly use resources
Proficient (3)	Independently recognizes and applies prefixes, context clues, compound words and determines meaning of unknown words. Recognizes grade appropriate words with multiple meaning, understands word relationships and meanings. Independently uses resources to clarify or verify.
Advanced (4)	Consistently and independently recognizes and applies prefixes, context clues, word structure and determines the meaning of unknown words. Recognizes grade appropriate words with multiple meanings, common idioms, and figurative phrases. Consistently and independently uses resources to clarify or verify.

Second Trimester: Benchmarks	
Warning (1)	Limited ability to determine the meaning of unknown words
Needs Improvement (2)	Inconsistently recognizes or applies prefixes, context clues, compound words and determines meaning of unknown words. Requires support in recognizing grade appropriate compound words to determine meaning. Requires prompting and guidance to correctly use resources

Proficient (3)	Independently recognizes and applies prefixes, context clues, compound words and determines meaning of unknown words. Recognizes grade appropriate words with multiple meaning, understands word relationships and meanings. Independently uses resources to clarify or verify.
Advanced (4)	Consistently and independently recognizes and applies prefixes, context clues, word structure and determines the meaning of unknown words. Recognizes grade appropriate words with multiple meanings, common idioms, and figurative phrases. Consistently and independently uses resources to clarify or verify.

Third Trimester: Benchmarks	
Warning (1)	Limited ability to determine the meaning of unknown words
Needs Improvement (2)	Inconsistently recognizes or applies prefixes, context clues, compound words and determines meaning of unknown words. Requires support in recognizing grade appropriate compound words to determine meaning. Requires prompting and guidance to correctly use resources
Proficient (3)	Independently recognizes and applies prefixes, context clues, compound words and determines meaning of unknown words. Recognizes grade appropriate words with multiple meaning, understands word relationships and meanings. Independently uses resources to clarify or verify.
Advanced (4)	Consistently and independently recognizes and applies prefixes, context clues, word structure and determines the meaning of unknown words. Recognizes grade appropriate words with multiple meanings, common idioms, and figurative phrases. Consistently and independently uses resources to clarify or verify.

**SPEAKING AND LISTENING****Essential standard: Participate in collaborative conversations with peers and adults**

Essential Knowledge Outcome: Students acquire listening skills to comprehend and to use information to express ideas clearly and persuasively in a variety of formats. Students use oral communication skills to discuss knowledgeably, question thoughtfully, and present rationally convincingly.

**STANDARDS ADDRESSED:****SL.1. PARTICIPATES IN COLLABORATIVE CONVERSATIONS WITH DIVERSE PARTNERS ABOUT SECOND GRADE TOPICS AND TEXTS WITH PEERS AND ADULTS IN SMALL AND LARGER GROUPS**

**A. FOLLOW AGREED-UPON RULES FOR DISCUSSIONS (E.G. GAINING THE FLOOR IN RESPECTFUL WAYS, LISTENING TO OTHERS WITH CARE, SPEAKING ONE AT A TIME ABOUT THE TOPICS AND TEXTS UNDER DISCUSSION**

**B. BUILD ON OTHERS' TALK IN CONVERSATION BY LINKING THEIR COMMENTS TO THE REMARKS OF OTHERS**

**ASKS FOR CLARIFICATION AND FURTHER EXPLANATION AS NEEDED ABOUT THE TOPICS AND TEXTS UNDER DISCUSSION**

First Trimester: Benchmarks	
Warning (1)	Limited participation in collaborative conversations with peers and adults in small or larger groups
Needs Improvement (2)	Requires teacher prompting to participate in collaborative conversation with peers in adults in small and larger groups
Proficient (3)	Independently participates in collaborative conversations with peers and adults in larger groups without dominating or avoiding participation and requesting clarification when needed
Advanced (4)	Initiates collaborative and meaningful conversations with peers and adults in small and large groups without dominating and requesting clarification when needed
Second Trimester: Benchmarks	
Warning (1)	Limited participation in collaborative conversations with peers and adults in small or larger groups
Needs Improvement (2)	Requires teacher prompting to participate in collaborative conversation with peers in adults in small and larger groups
Proficient (3)	Independently participates in collaborative conversations with peers and adults in larger groups without dominating or avoiding participation and requesting clarification when needed
Advanced (4)	Initiates collaborative and meaningful conversations with peers and adults in small and large groups without dominating and requesting clarification when needed
Third Trimester: Benchmarks	
Warning (1)	Limited participation in collaborative conversations with peers and adults in small or larger groups
Needs Improvement (2)	Requires teacher prompting to participate in collaborative conversation with peers in adults in small and larger groups
Proficient (3)	Independently participates in collaborative conversations with peers and adults in larger groups without dominating or avoiding participation and requesting clarification when needed
Advanced (4)	Initiates collaborative and meaningful conversations with peers and adults in small and large groups without dominating and requesting clarification when needed

**SPEAKING AND LISTENING****Essential Standard: Understands a text read aloud by determining and restating key ideas and details****STANDARDS ADDRESSED:****SL.2** RECOUNT OR DESCRIBE KEY IDEAS OR DETAILS FROM A TEXT READ ALOUD OR INFORMATION PRESENTED ORALLY OR THROUGH OTHER MEDIA

First Trimester: Benchmarks	
Warning (1)	Little or no evidence of understanding of a text read aloud or information presented orally
Needs Improvement (2)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by restating key ideas and details
Proficient (3)	Independently confirms understanding of a text read aloud or information presented orally by restating key ideas and details
Advanced (4)	Confirms understanding of a text read aloud or information presented orally by inferring key ideas and restating details;

Second Trimester: Benchmarks	
Warning (1)	Little or no evidence of understanding of a text read aloud or information presented orally
Needs Improvement (2)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by restating key ideas and details
Proficient (3)	Independently confirms understanding of a text read aloud or information presented orally by restating key ideas and details
Advanced (4)	Analyzes and evaluates key detail in a text

Third Trimester: Benchmarks	
Warning (1)	Little or no evidence of understanding of a text read aloud or information presented orally
Needs Improvement (2)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by restating key ideas and details
Proficient (3)	Independently confirms understanding of a text read aloud or information presented orally by restating key ideas and details
Advanced (4)	Analyzes and evaluates key details in a text, both stated and inferred



**SPEAKING AND LISTENING****Essential Standard: Asks and Answers questions in order to clarify, deepen understanding and/ or gather additional information****STANDARDS ADDRESSED: S.L. 3: ASK AND ANSWER QUESTIONS ABOUT WHAT A SPEAKER SAYS IN ORDER TO CLARIFY COMPREHENSION, GATHER ADDITIONAL INFORMATION, OR DEEPEN UNDERSTANDING OF A TOPIC OR ISSUE**

First Trimester: Benchmarks	
Warning (1)	Very hesitant to ask and answer questions in order to clarify something that is not understood. Unable to expand upon a topic
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to clarify something that is not understood or elaborate upon a topic
Proficient (3)	Independently asks and answers questions in order to clarify something that is not understood and expands upon a topic
Advanced (4)	Connects new information and background knowledge to expand and elaborate upon a topic

Second Trimester: Benchmarks	
Warning (1)	Very hesitant to ask and answer questions in order to clarify something that is not understood. Unable to expand upon a topic
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to clarify something that is not understood or elaborate upon a topic
Proficient (3)	Independently asks and answers questions in order to clarify something that is not understood and expands upon a topic
Advanced (4)	Connects new information and background knowledge to expand and elaborate upon a topic

Third Trimester: Benchmarks	
Warning (1)	Very hesitant to ask and answer questions in order to clarify something that is not understood. Unable to expand upon a topic
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to clarify something that is not understood or elaborate upon a topic
Proficient (3)	Asks higher level questions of stories, ideas to clarify and/or expand on a topic. Connects new information and background knowledge to elaborate upon a topic.
Advanced (4)	

**SPEAKING AND LISTENING**

**Essential Standard: Audibly retell and/or create a story using appropriate sentence structure, organization and meaning**

**STANDARDS ADDRESSED:**

**SL.4 : TELL A STORY OR RECOUNT AN EXPERIENCE WITH APPROPRIATE FACTS AND RELEVANT, DESCRIPTIVE DETAILS, SPEAKING AUDIBLY IN COHERENT SENTENCES**

**SL. 5: CREATE AUDIO RECORDINGS OF STORIES OR POEMS; ADD DRAWINGS OR OTHER VISUAL DISPLAYS TO STORIES OR RECOUNTS OF EXPERIENCES WHEN APPROPRIATE TO CLARIFY IDEAS, THOUGHTS AND FEELINGS**

**SL 6: PRODUCE COMPLETE SENTENCES WHEN APPROPRIATE TO TASK AND SITUATION IN ORDER TO PROVIDE REQUESTED DETAIL OR CLARIFICATION**

First Trimester: Benchmarks	
Warning (1)	Unable to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Communicates using simple phrases or gestures.
Needs Improvement (2)	Requires teacher prompting and support to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Proficient (3)	Independently speaks clearly and expresses thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Advanced (4)	Extends ideas by making connections in expressing thoughts, feelings and ideas in a coherent and organized manner. Adds interesting visual/auditory displays to their product

Second Trimester: Benchmarks	
Warning (1)	Unable to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner.
Needs Improvement (2)	Requires teacher prompting and support to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Add appropriate visual/audio displays to their product
Proficient (3)	Independently speaks clearly and expresses thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Advanced (4)	Extends ideas by making connections in expressing thoughts, feelings and ideas in a coherent and organized manner. Modifies volume, word choice, and pace depending on audience. Adds interesting visual/auditory displays to their product

Third Trimester: Benchmarks	
Warning (1)	Unable to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner.
Needs Improvement (2)	Requires teacher prompting and support to speak audibly and express thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Proficient (3)	Independently speaks clearly and expresses thoughts, feelings and ideas in a coherent, organized manner. Adds appropriate visual/audio displays to their product
Advanced (4)	Extends ideas by making connections in expressing thoughts, feelings and ideas in a coherent and organized manner. Modifies volume, word choice, and pace depending on audience. Adds interesting visual/auditory displays to their product.

