

2nd Grade Reading

Standard	Exceeds (4)	Secure (3)	Developing (2)	Beginning (1)
Ask and answer questions.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for answers.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate of key details in a text.	Ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details.
Retell stories and determine central message or main topic.	Retell stories and explain how key details determine the main topic, central message, lesson, or moral.	Retell stories and determine main topic, central message, lesson, or moral.	Retell stories with key details and demonstrate understanding of the main topic, central message, or lesson.	With prompting and support retell familiar stories with key details.
Describe and/or illustrate characters, setting and major events.	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe how characters in a story respond to major events and challenges.	Describes characters, setting, and major events in a story	With prompting and support, identify characters, settings, and major events in a story.
Describe connections in informational text.	Ask and answer questions to demonstrate understanding of text, referring explicitly to text as basis for answers.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures.	Describe the connections between two individuals, events, ideas, or pieces of information.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
Uses the full range of research-based comprehension strategies.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Determine the meaning of words and phrases as used in the text	Determine meanings of words and phrases as they are used in text, distinguishing literal from nonliteral language.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Ask and answer questions about unknown words in text.
Explain differences between a range of text types.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Describe the overall structure of a story, including how the beginning introduces the story, and the ending concludes the action.	Explain major differences between fiction and nonfiction.	Recognize common types of text (storybooks, poems, fiction, nonfiction)
Knows and uses a variety of text features.	Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Identify the front cover, back cover, and title page of a book.
Acknowledge different points of view in characters.	Distinguish their own point of view from that of the narrator or those of the characters.	Acknowledge differences in points of view of characters including speaking in different voices for each	Identify who is telling the story at various point in text.	With prompting and support, name author and illustrator of a story, and define the role of each in telling the story.
Identify main purpose of text.	Distinguish their point of view from that of the author of a text.	Identify main purpose of text, including what the author wants to answer, explain, or describe.	Distinguish between information provided by pictures and illustrations, and information provided by words in a text.	Name the author and illustrator of a text and define the role of each in presenting ideas or information in the text.
Distinguish between information provided by pictures or text.	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a	Use information gained from illustrations, text, digital text, or text features to demonstrate an	Use illustrations and details in text to describe characters, settings, or events, or to describe key ideas.	With prompting and support, describe the relationship between the illustrations and the text.

	story or the information gained (create mood, emphasize aspects of character or setting).	understanding of characters, settings, plots, or informational text.		
Describe how reasons support specific points in a text.	Describe logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, sequence words)	Describe how reasons support specific points the author makes in a text.	Identify the reasons an author gives to support points in a text.	With prompting and support, identify the reasons an author gives to support points in a text.
Compare and contrast two texts on the same topic.	Compare and contrast themes, settings, characters, or plots of stories written by same author. Compare and contrast key details in two texts on the same topic.	Compare and contrast two or more versions of the same story by different authors or from different cultures. Compare and contrast key details in two texts on the same topic.	Compares and contrast the adventures and experiences of characters in stories. Identify basic similarities/differences between two texts on the same topic.	With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. With prompting and support, identify basic similarities/differences between two texts on the same topic.
Read and understand grade-level texts independently	Without prompting and support, read and comprehend literature and informational text at higher end of 2nd-3rd grade level.	With prompting and support as needed at higher levels, read and comprehend literature and informational texts at 2nd-3rd grade level.	With prompting and support, read literature and informational texts at 1st grade level.	Actively engage in group reading activities with purpose and understanding.
Know and apply grade level phonics and word analysis skills in decoding words.	Applies multiple decoding strategies to problem solve complex words across a variety of genres.	Applies multiple decoding strategies to problem solve unknown words at grade level.	Inconsistently applies decoding strategies to problem solve unknown words.	Utilizes limited decoding strategies to problem solve unknown words.
Read with sufficient accuracy and fluency to	Reads above grade level with accuracy, appropriate rate,	Reads grade level text with accuracy, appropriate rate,	Reads below grade level text with accuracy, appropriate	Reads text with inconsistent accuracy, inconsistent rate, little

support comprehension.	expression, and text comprehension.	expression, and text comprehension.	rate, expression, and text comprehension.	expression and comprehension.
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2nd Grade Writing

Standard	Exceeds (4)	Secure (3)	Developing (2)	Beginning (1)
Write opinion, informative/explanatory, narrative pieces which introduce a topic, with details, and a concluding statement.	Write opinion, informative/explanatory, narrative pieces which introduce a topic, with details, and a concluding statement. state 4 or more reasons (opinion) state 4 or more facts (inform/explan) state 4 or more events (narrative)	Write opinion, informative/explanatory, narrative pieces which introduce a topic, with details, and a concluding statement. state 3 reasons (opinion) state 3 facts (inform/explan) state 3 events (narrative)	Write opinion, informative/explanatory, narrative pieces which introduce a topic, with details, and a concluding statement. state 2 reasons (opinion) state 2 facts (inform/explan) state 2 events (narrative)	Write opinion, informative/explanatory, narrative pieces which introduce a topic, with details, and a concluding statement. state 1 reasons (opinion) state 1 facts (inform/explan) state 1 events (narrative)
With guidance and support from adults and suggestions from peers, revise and edit as needed to strengthen writing.	Focus on a topic and plan, revise and edit to improve writing.	Focus on a topic and strengthen writing as needed by revising and editing.	Relies on guided questions provided by teacher or suggestions from peers to edit writing	Relies heavily on teacher-developed and guided editing tools to edit a teacher-selected portion of writing
With guidance, use a variety of digital tools to strengthen writing individually and in a group.	Uses multiple digital tools when publishing writing	Independently uses a variety of digital tools to publish a writing	Uses a variety of digital tools when presented with option to publish a piece of writing	Uses teacher-selected digital tool(s) to publish a piece of writing