

2nd Grade Reading

Integrates grade level strategies to read unfamiliar words			
Phonics, breaking words apart, self-correction rate, accuracy	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	While reading a level N text, consistently and independently integrates strategies for meaning, structure and visual cues while monitoring self corrections.	While reading a level O text, consistently and independently integrates strategies for meaning, structure and visual cues while monitoring self corrections.	While reading a level P text, consistently and independently integrates strategies for meaning, structure and visual cues while monitoring self corrections.
3	Independently integrates strategies for meaning, structure and visual cues with frequent self corrections	Independently integrates strategies for meaning, structure and visual cues with frequent self corrections	Independently integrates strategies for meaning, structure and visual cues with frequent self corrections
2	Integrates strategies for meaning, structure and visual cues with guidance and support with some self corrections.	Integrates strategies for meaning, structure and visual cues with guidance and support with some self corrections.	Integrates strategies for meaning, structure and visual cues with guidance and support with some self corrections.
1	Not yet applying reading strategies (MSV, with limited self corrections)	Not yet applying reading strategies (MSV, with limited self corrections)	Not yet applying reading strategies (MSV, with limited self corrections)

Reads grade 2 text with accuracy and fluency			
<i>All levels based on instructional reading level, 90% - 95% accuracy</i>	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	Level N+ 3/4 Fluency Scale	Level O & 3/4 Fluency Scale	Level P & 3/4 Fluency Scale
3	Levels K,/L/M & 3/4 Fluency Scale	Levels L/M/N & 3/4 Fluency Scale	Levels M/N/O & 3/4 Fluency Scale
2	Levels H/I/J 1/2 Fluency Scale	Levels J/K & 1/2 Fluency Scale	Levels K/L & 1/2 Fluency Scale
1	Levels H & Below & 1/2 Fluency Scale	Levels I & Below & 1 /2Fluency Scale	Levels J & Below & 1/2 Fluency Scale

Oral Reading Fluency Scale

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation.
Fluent	Level 3	Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text.
Non Fluent	Level 2	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue.
Non Fluent	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur-but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation.

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study and Teachers College Reading and Writing Project Assessment for Independent Reading Levels, 2013.

Comprehends grade 2 level text			
Recounts sequence, facts, main topics and key details	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	Reads Level N with accurate and logical retelling of major events in the story or acceptable responses to 3 out of 4 comprehension questions STAR >75th percentile	Reads Level O with accurate and logical retelling of major events in the story or acceptable responses to 3 out of 4 comprehension questions STAR >75th percentile	Reads Level P with accurate and logical retelling of major events in the story or acceptable responses to 3 out of 4 comprehension questions STAR >75th percentile
3	Reads Levels K/L/M with acceptable responses to 3 out of 4 comprehension questions STAR 40th - 75th percentile	Reads Levels L/M/N with acceptable responses to 3 out of 4 comprehension questions STAR 40th - 75th percentile	Reads Levels M/N/O with acceptable responses to 3 out of 4 comprehension questions STAR 40th - 75th percentile
2	Reads Level I /J with acceptable responses to 2 or 3 out of 4 comprehension questions STAR 25th - 39th percentile	Reads Level J /K with acceptable responses to 2 or 3 out of 4 comprehension questions STAR 25th - 39th percentile	Reads Level K /L with acceptable responses to 2 or 3 out of 4 comprehension questions STAR 25th - 39th percentile
1	Reads Level H & Below with acceptable responses to 2 out of 4 comprehension questions STAR below 25th percentile	Reads Level I & Below with acceptable responses to 2 out of 4 comprehension questions STAR below 25th percentile	Reads Level J & Below with acceptable responses to 2 out of 4 comprehension questions STAR below 25th percentile

Grade 2 Writing

Develops writing through planning, elaboration & revision			
	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	The writer independently and consistently applies taught strategies to produce written pieces	The writer independently and consistently applies taught strategies to produce written pieces	The writer independently and consistently applies taught strategies to produce written pieces
3	The writer applies taught strategies, with minimal support to produce written pieces	The writer applies taught strategies, with minimal support to produce written pieces	The writer applies taught strategies, with minimal support to produce written pieces
2	The writer needs additional support to apply taught strategies to produce written pieces	The writer needs additional support to apply taught strategies to produce written pieces	The writer needs additional support to apply taught strategies to produce written pieces
1	Requires intensive support to produce written pieces	Requires intensive support to produce written pieces	Requires intensive support to produce written pieces
Strategies for effective writing	Taught strategies, may include the following components and are genre specific-stays on topic, plans, draws, writes across pages; has a beginning and ending/closure; elaborates/adds key events/details	Taught strategies, may include the following components and are genre specific-stays on topic, plans, draws, writes across pages; has a beginning and ending/closure; elaborates/adds key events/details, uses transitional words, definitions, related vocabulary, tips, dialogue, suspense/actions, craft choices, facts and actions.	Taught strategies, may include the following components and are genre specific-stays on topic, plans, draws, writes across pages; has a beginning and ending/closure; elaborates/adds key events/details, uses transitional words, definitions, related vocabulary, tips, dialogue, suspense/actions, craft choices, facts and actions.

Applies grade level phonetic spelling skills while writing			
	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	Consistently and independently uses known spelling patterns, word families and spelling rules while writing regularly and irregularly spelled words	Consistently and independently uses known spelling patterns, word families and spelling rules while writing regularly and irregularly spelled words	Consistently and independently uses known spelling patterns, word families and spelling rules while writing regularly and irregularly spelled words
3	With minimal support, applies, known spelling patterns and utilizes classroom resources (i.e, word wall, word wall folder) to spell high frequency words	With minimal support, applies, known spelling patterns and utilizes classroom resources (i.e, word wall, word wall folder) to spell high frequency words	With minimal support, applies, known spelling patterns and utilizes classroom resources (i.e, word wall, word wall folder) to spell high frequency words
2	Needs additional support to apply known spelling patterns and classroom resources (i.e, word wall, word wall folder) with guidance and support to spell high frequency words	Needs additional support to apply known spelling patterns and classroom resources (i.e, word wall, word wall folder) with guidance and support to spell high frequency words	Needs additional support to apply known spelling patterns and classroom resources (i.e, word wall, word wall folder) with guidance and support to spell high frequency words
1	Not yet applying spelling patterns or using classroom resources (i.e, word wall, word wall folder) to spell high frequency words	Not yet applying spelling patterns or using classroom resources (i.e, word wall, word wall folder) to spell high frequency words	Not yet applying spelling patterns or using classroom resources (i.e, word wall, word wall folder) to spell high frequency words

Uses punctuation & capitalization			
	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	Consistently applies standard english language conventions	Consistently applies language conventions	Consistently applies language conventions
3	With minimal support applies standard english language conventions	With minimal support applies standard english language conventions	With minimal support applies standard english language conventions
2	With additional guidance and support applies standard english language conventions	With additional guidance and support applies standard english language conventions	With additional guidance and support applies standard english language conventions
1	Not yet applying English language conventions	Not yet applying English language conventions	Not yet applying English language conventions

Writing Conventions:

Capitalization at the beginning of a sentence and for proper nouns, punctuation at the end of a sentence, commas, quotation marks, apostrophes, contractions, and possessives

Grade 2 Listening & Speaking

Engages in academic conversations & links comments to the remarks of others			
	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	n/a	n/a	n/a
3	When prompted, follows agreed upon rules for discussion, builds on others' ideas, and asks for clarification.	When prompted, follows agreed upon rules for discussion, builds on others' ideas, and asks for clarification.	When prompted, follows agreed upon rules for discussion, builds on others' ideas, and asks for clarification.
2	With support, follows agreed upon rules for discussion, builds on others' ideas, and asks for clarification.	With support, follows agreed upon rules for discussion, builds on others' ideas, and asks for clarification.	With support, follows agreed upon rules for discussion, builds on others' ideas, and asks for clarification.
1	Does not demonstrate following agreed upon rules for discussion, builds on others' ideas, and asks for clarification.	Does not demonstrate following agreed upon rules for discussion, builds on others' ideas, and asks for clarification.	Does not demonstrate following agreed upon rules for discussion, builds on others' ideas, and asks for clarification.

Recounts or describes key ideas or details			
	<u>1st Trimester</u>	<u>2nd Trimester</u>	<u>3rd Trimester</u>
4	n/a	n/a	n/a
3	When prompted can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	When prompted can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	When prompted can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2	With support can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	With support can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	With support can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
1	Does not demonstrate recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.	Does not demonstrate recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.	Does not demonstrate recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.