

**REPORT CARD COMPANION DOCUMENT**  
**GRADE 2 ELA**

<b>Grade Level Expectation Topic</b>	<b>Benchmark</b> What the report card says	<b>Focus Area within Benchmark</b> Common Core State Standards
<b>Reading: Comprehends Narrative Literature Text</b>	<b>Identifies central message and key details</b>	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	<b>Understands text structures (beginning middle and end)</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
	<b>Understands narrative elements (character, setting and plot)</b>	Describe how characters in a story respond to major events and challenges.
		Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	<b>Compares/contrasts two versions of the same story</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	<b>Uses illustrations to support and understand text</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>Reading: Comprehends Informational Text</b>	<b>Identifies main topic and retells key details</b>	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

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		Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
		Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	<b>Identifies purpose of text</b>	Describe how reasons support specific points the author makes in a text.
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	<b>Knows and uses text features</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		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.
	<b>Compares/contrasts important points in two texts on the same topic</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>Reading: Foundational Skills</b>	<b>Reads accurately at grade level</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	<b>Reads fluently at grade level</b>	Read on-level text with purpose and understanding.
		Read with sufficient accuracy and fluency to support comprehension.
	<b>Applies grade level phonics and word analysis skills</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
		Distinguish long and short vowels when reading regularly spelled one-syllable words.
		Know spelling-sound correspondences for additional common vowel teams.
		Decode regularly spelled two-syllable words with long vowels.
		Decode words with common prefixes and suffixes.
		Identify words with inconsistent but common spelling-sound correspondences.

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		Recognize and read grade-appropriate irregularly spelled words.
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<b>Speaking and listening</b>	<b>Engages in focused discussion and collaboration</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
		Follow agreed-upon rules for discussion (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).
		Build on others' talk in conversations by linking their comments to the remarks of others.
		Ask for clarification and further explanation as needed about the topics and texts under discussion.
		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		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.
	<b>Presents knowledge and ideas clearly</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		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.
		Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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<b>Grade Level Expectation Topic</b>	<b>Benchmark</b>	<b>Focus Area within Benchmark</b>
<b>Writing: Text Types and Purposes</b>	<b>Narrative</b> Recounts a series of events including thoughts, feelings and actions, transitions and a sense of closure	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and reasons, and provide a concluding statement or section.
	<b>Informative/Explanatory</b> Includes an introduction, facts and a closing statement	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	<b>Opinion</b> Identifies topic, states opinion, supports with reasons and has a concluding statement	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 section.
	<b>Research to build and present knowledge</b> Participates in shared research and writing projects	Recall information from experiences or gather information from provided sources to answer a question.
		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).
<b>Writing and Language skills</b>	<b>Produces clear and organized writing</b>	See focus area descriptions for narrative informative, explanatory and logical argument text types and purposes.
	<b>Revises for content ideas and details</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising.
		With guidance and support from adults, use a variety of digital tools to produce and publish writing including in collaboration with peers.
	<b>Uses conventions correctly</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by editing.
		Recall information from experiences or gather information from provided sources to answer a question.
	<b>Applies grade level grammar</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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GRADE 2 ELA**

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		Use collective nouns (e.g.; group)
		Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
		Use reflexive pronouns (e.g., myself, ourselves).
		Produce and expand 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).
	<b>Uses correct grade level spelling when writing</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Capitalize holidays, product names, and geographic names.
		Use an apostrophe to form contractions and frequently occurring possessives.
		Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
		Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
	<b>Uses strategies to determine the meaning of unknown words</b>	Use knowledge of language and its conventions when writing, speaking, reading or listening.
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
		Use sentence-level context as a clue to the meaning of a word or phrase.
		Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
		Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
		Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
		Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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**GRADE 2 ELA**

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		Demonstrate understanding of word relationships and nuances in word meanings.
		Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
		Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender skinny, scrawny).
		Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

