

REPORT CARD COMPANION DOCUMENT
GRADE 2 Reading ELA

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark
Narrative Literature Text	Narrative range of reading	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 high end of the range.
	Identifies main idea and details	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.
		Describe how characters in a story respond to major events and challenges.
	Understands text structure/narrative elements	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	Compares/contrasts two texts on the same topic	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	Uses illustrations to understand text	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	Informational Text	Informational range of reading
Identifies main idea and details		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.
	Understands text structure/informational elements	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		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.
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Compares/contrasts two texts on the same topic	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		Describe how reasons support specific points the author makes in a text.
		Compare and contrast the most important points presented by two texts on the same topic.
Foundational Skills	Applies phonics and word recognition skills	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.
		Recognize and read grade-appropriate irregularly spelled words.
	Reads with accuracy and fluency	Read with sufficient accuracy and fluency to support comprehension.
		Read on-level text with purpose and understanding.
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Speaking and listening	Engages in discussion and collaboration	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.
	Presents knowledge and ideas clearly	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.

REPORT CARD COMPANION DOCUMENT
GRADE 2 Writing ELA

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark
Text Types and Purposes	Narrative	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.
	Informative/Explanatory	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		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).
		Recall information from experiences or gather information from provided sources to answer a question.
	Logical Argument	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.
Writing Skills	Produces clear and organized writing	See focus area descriptions for narrative informative, explanatory and logical argument text types and purposes.
	Revises for content ideas	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising.
	Edits for conventions	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by editing.
	Uses technology skills	With guidance and support from adults, use a variety of digital tools to produce and publish writing including in collaboration with peers.
	Demonstrate research skills	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).
		Recall information from experiences or gather information from provided sources to answer a question.
	Applies proper grammar and language usage skills	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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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).
	Demonstrates grade appropriate spelling in daily work	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.
	Uses acquired vocabulary	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 know 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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		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.

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GRADE 2 Math

Grade Level Expectation Topic	Benchmark	Focus Area within Benchmark	
OPERATIONS AND ALGEBRAIC THINKING	Addition and subtraction algorithms	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2 know from memory all sums of two and one-digit numbers.	
		Determine whether a group of objects (up to 20) has an odd or even number of members.	
		Use addition to find the total number of objects arranged in up to 5 rows and 5 columns; write an equation to express the total sum of equal addends.	
	Addition and subtraction word problems	Use addition and subtraction within 100 to solve one and two step word problems.	
NUMBERS AND BASE TEN OPERATIONS	Understands place value to 1000	Understand that the three digits of a three digit number represent amounts of hundreds, tens, and ones.	
		Count within 1000; skip-count by 5s, 10x, and 100s.	
		Read and write numbers to 1000 using base ten numerals, number names, and expanded form.	
		Uses place value to add and subtract	Fluently add and subtract within 100.
			Add up to four two digit numbers.
			Add and subtract within 1000, using concrete models or drawings.
		Mentally add and subtract 10 or 100 to a given number 100-900.	
		Explain why addition and subtraction strategies work, using place value and the properties of operations.	
MEASUREMENT AND DATA	Measures and compares length	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	

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		Estimate lengths using units of inches, feet, centimeters, and meters.
		Measure to determine how much longer one object is than another, expressing the length difference in terms of standard length unit.
		Use addition and subtraction within 100 to solve word problems involving lengths.
	Tells time to the nearest 5 minutes	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	Counts and solves word problems with money	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.
	Measures, records, and graphs data	Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot.
		Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple problems using information presented in a bar graph.
GEOMETRY	Reasons with shapes and their attributes	Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
	Fractions	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.
MATH FACT FLUENCY	Addends to 10	Fluently add using mental strategies. By end of Grade 2, know from memory all sums of two one digit numbers.
	Differences from 20	Fluently subtract within 20 using mental strategies.
	Factors of 0, 1, 2, 5, 10	Fluently multiplies factors of 0, 1, 2, 5, 10.

REPORT CARD COMPANION DOCUMENT
GRADE 2 Science

Grade Level Expectation	Benchmark	Focus Area of Benchmark
Concepts and Terms	Insects	Identify that living things have basic needs
		Identify and compare living and nonliving things
		Identify the needs of animals
		Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult
		Identify individual differences in organisms of the same kind
	Motion	Describe the motion of an object(for example, away from or closer to) from different observers' views
		Demonstrate pushes and pulls
		Observe that objects initially at rest will move in the direction of the push or pull
		Observe how pushes and pulls can change the speed or direction of moving objects
		Observe how shape (for example: cone, cylinder, sphere), size, and weight of an object can affect motion
		Describe how a push or a pull is a force
		Relate a change in motion of an object to the force that caused the change of motion
		Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object
		Demonstrate when an object does not move in response to a force, it is because another force is acting on it

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		Compare and contrast the motion of objects in terms of direction
		Identify changes in motion (changes direction, speeding up, slowing down)
		Relate the speed of an object to the distance it travels in a standard amount of time
	Sound and Light	Identify light and sound as forms of energy
		Relate sounds to their sources of vibrations
		Distinguish the effect of fast or slow vibrations as pitch
		Demonstrate how some materials are heated more than others by light that shines on them
		Explain how we need light to see objects: light from a source reflects off objects and enters our eyes
		Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light
	Scientific Processes	Participates in discussion and scientific process activities

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GRADE 2 Social Studies

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THE LOCAL COMMUNITY	History	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
		Explain why descriptions of the same event in the local community can be different.
		Use an example to describe the role of the individual in creating history.
		Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
		Identify a problem in a community's past and describe how it was resolved.
		Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).
	Geography	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
		Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
		Compare the physical and human characteristics of the local community with those of another community.
		Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
		Describe land use in the community (e.g., where people live, where services are provided, where products are made).
		Describe the means people create for moving people, goods, and ideas within the local community.
		Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

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		Suggest ways people can responsibly interact with the environment in the local community.
		Describe positive and negative consequences of changing the physical environment of the local community.
	Civics and Government	Explain why people form governments.
		Distinguish between government action and private action.
		Explain how local governments balance individual rights with the common good to solve local community problems.
		Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
		Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
		Use examples to describe how local government affects the lives of its citizens.
		Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).
		Identify ways citizens participate in community decisions.
		Distinguish between personal and civic responsibilities and explain why they are important in community life.
		Design and participate in community improvement projects that help or inform others.
	Economics	Identify the opportunity cost involved in a consumer decision.
		Identify businesses in the local community.
		Describe how business in the local community meet economic wants of consumers.
		Describe the natural, human, and capital resources needed for production of a good or service in a community.
		Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

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PUBLIC DISCOURSE AND DECISION MAKING	Participates in lessons and discussions	Identify public issues in the school community that influence the daily lives of its citizens.
		Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
		Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.
		Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
		Develop and implement an action plan to address or inform others about a public issue.
		Participate in projects to help or inform others.

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