

Chelmsford Public Schools
Grade 2 ELA Report Card Benchmarks
2018-2019

Reading Literature Informational	Term 1	Term 2	Term 3
<p>Understands and Comprehends Grade Level Text</p> <p>Benchmark</p>	Instructional Level K	Instructional Level L	Instructional Level M
<p>Understands and Comprehends Grade Level Text</p> <p>Potential Assessment</p>	Fountas & Pinnell Benchmark Running Records	Fountas & Pinnell Benchmark Running Records	Fountas & Pinnell Benchmark Running Records
<p>Understands and Answer Questions to demonstrate understanding of key details in a text</p> <p>Benchmark</p>	Asks and answers questions about story elements (who, what, where, when and why) using picture and text clues	Asks and answers questions about story elements (who, what, where, when and why) using picture and text clues	Asks and answers questions about story elements (who, what, where, when and why) using picture and text clues
<p>Understands and Answer Questions to demonstrate understanding of key details in a text</p> <p>Potential Assessment</p>	Fountas and Pinnell Benchmark Teacher observation during class discussions and read alouds	Fountas and Pinnell Benchmark Teacher observation during class discussions and read alouds	Fountas and Pinnell Benchmark Teacher observation during class discussions and read alouds

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<p>etermines the meaning of words and phrases as they are used in text</p> <p>Benchmark</p>	<p>Uses context clues to determine the meaning of word or phrase. Understands and uses grade level vocabulary</p>	<p>Uses context clues to determine the meaning of word or phrase. Understands and uses grade level vocabulary</p>	<p>Uses context clues to determine the meaning of word or phrase. Understands and uses grade level vocabulary</p>
<p>etermines the meaning of words and phrases as they are used in text</p> <p>Potential Assessment</p>	<p>Teacher observation during small group and whole group reading lessons.</p> <p>Teacher observation during content area lessons</p>	<p>Teacher observation during small group and whole group reading lessons.</p> <p>Teacher observation during content area lessons</p>	<p>Teacher observation during small group and whole group reading lessons.</p> <p>Teacher observation during content area lessons</p>
<p>ys and uses non-text features to locate information in texts</p> <p>Benchmark</p>	<p>Knows and uses text features of table of contents, headings and captions to locate key facts or information in a text efficiently</p>	<p>Knows and uses the text features of table of contents, headings, captions and bold print to locate key facts or information in a text efficiently</p>	<p>Knows and uses the text features of table of contents, headings, captions, bold print, subheadings and glossaries to locate key facts or information in a text efficiently</p>
<p>ys and uses non-text features to locate information in texts</p> <p>Potential Assessment</p>	<p>Teacher observation during small group and whole group reading lessons.</p>	<p>Teacher observation during small group and whole group reading lessons.</p>	<p>Teacher observation during small group and whole group reading lessons.</p>

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<p>Determines Central Message, Lesson or Moral</p> <p>Benchmark</p>	<p>Identifies the message, lesson or moral in grade level stories read aloud</p>	<p>Identifies the message, lesson or moral in grade level stories read independently or read aloud. Identifies the topic of a grade level text read independently or read to.</p>	<p>Identifies the message, lesson or moral in grade level stories read independently or read aloud. Identifies main topic of a multi-paragraph grade level text as well as the focus of specific paragraphs within the text.</p>
<p>Determines Central Message, Lesson or Moral</p> <p>Potential Assessment</p>	<p>Teacher observation during small group and whole group reading lessons.</p>	<p>Teacher observation during small group and whole group reading lessons.</p>	<p>Teacher observation during small group and whole group reading lessons.</p>

Foundational Skills	Term 1	Term 2	Term 3
<p>Knows and Applies Grade Level Phonics and Analysis Skills</p> <p>Benchmark</p>	<p>Orally blends and reads words with short vowels (CVC), initial blends (CCVC) and silent e (CVCE)</p>	<p>All of term I plus: Orally blends and reads words with diagraphs, long vowel patterns</p>	<p>All of term II plus: Read words with common prefixes and suffixes</p>

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<p>ws and Applies Grade l Phonics and ysis Skills</p> <p>potential Assessment</p>	<p>teacher observation in guided reading/small group work</p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Running Records</p> <p>Words Their Way spelling inventory or alternative spelling assessments (i.e. - high-frequency, Journeys program, etc.)</p>	<p>teacher observation in guided reading/small group work</p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Running Records</p> <p>Words Their Way spelling inventory or alternative spelling assessments(i.e. - high-frequency, Journeys program, etc.)</p>	<p>teacher observation in guided reading/small group work</p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Running Records</p> <p>Words Their Way spelling inventory or alternative spelling assessments (i.e. - high-frequency, Journeys program, etc.)</p>
<p>ds with accuracy and ncy</p> <p>Benchmark</p>	<p>Reads grade level text with accuracy, appropriate rate (60-65 wpm), and expression. Uses a variety of reading strategies to decode unfamiliar words with or without teacher prompts.</p>	<p>Reads grade level text with accuracy, appropriate rate (75-85 wpm) and expression. Uses a variety of reading strategies to decode unfamiliar words with increasing independence</p>	<p>Reads grade level text with accuracy, appropriate rate (85+ wpm), and expression. Uses a variety of reading strategies to decode unfamiliar words efficiently and independently.</p>
<p>ds with accuracy and ncy</p> <p>potential Assessment</p>	<p>Fountas & Pinnell Benchmark Running Records</p>	<p>Fountas & Pinnell Benchmark Running Records</p>	<p>Fountas & Pinnell Benchmark Running Records</p>

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Speaking and Listening	Term 1	Term 2	Term 3
<p>Participates in discussion about previously read material</p> <p>Benchmark</p>	<p>Follow rules for discussions (ex. taking turns raising hands) Listens actively</p>	<p>Follow rules for discussions (ex. taking turns raising hands) Listens actively</p>	<p>Follow rules for discussions (ex. taking turns raising hands) Listens actively Links comments to the remarks of others</p>
<p>Participates in discussion about previously read material</p> <p>Potential Assessment</p>	<p>Teacher observation during whole group or small group lessons.</p>	<p>Teacher observation during whole group or small group lessons.</p>	<p>Teacher observation during whole group or small group lessons.</p>
<p>Asks and Answers questions to gather additional information or clarify and or deepen understanding</p> <p>Benchmark</p>	<p>Asks for clarification and further explanation when needed Answers questions posed by others</p>	<p>Asks for clarification and further explanation when needed Answers questions posed by others</p>	<p>Asks for clarification and further explanation when needed Answers questions posed by others</p>
<p>Asks and Answers questions to gather additional information or clarify and or deepen understanding</p> <p>Potential Assessment</p>	<p>Teacher observation during whole group or small group lessons.</p>	<p>Teacher observation during whole group or small group lessons.</p>	<p>Teacher observation during whole group or small group lessons.</p>

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<p>Speaks audibly and expresses ideas, thoughts feeling clearly</p> <p>Benchmark</p>	<p>Speaks audibly, clearly and coherently. Uses complete sentences when appropriate</p>	<p>Speaks audibly, clearly and coherently. Uses complete sentences when appropriate</p>	<p>Speaks audibly, clearly and coherently. Uses complete sentences when appropriate</p>
<p>Speaks audibly and expresses ideas, thoughts feeling clearly</p> <p>Potential Assessment</p>	<p>Teacher observation during whole group and/or small group lessons.</p>	<p>Teacher observation during whole group and/or small group lessons.</p>	<p>Teacher observation during whole group and/or small group lessons.</p>

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Language	Term 1	Term 2	Term 3
<p>ns and uses nouns, nouns, verbs, ctives, and adverbs in king and writing</p> <p>Benchmark</p>	<p>Uses nouns and verbs to produce simple sentences in speaking and writing</p>	<p>All of term I plus: Uses adjectives and pronouns to produce simple and compound sentences in speaking and writing</p>	<p>All of term II plus: Uses adverbs to produce simple and compound sentences in speaking and writing</p>
<p>ns and uses nouns, nouns, verbs, ctives, and adverbs in king and writing</p> <p>Potential Assessment</p>	<p>Teacher observation during whole group or small group lessons.</p> <p>Journals and classroom writing.</p>	<p>Teacher observation during whole group or small group lessons.</p> <p>Journals and classroom writing. Writing prompts</p>	<p>Teacher observation during whole group or small group lessons.</p> <p>Journals and classroom writing. Writing prompts</p>
<p>duces simple and pound sentences</p> <p>Benchmark</p>	<p>Produces simple sentences</p>	<p>Produces simple sentences and compound sentences</p>	<p>Produces simple and compound sentences</p>
<p>duces simple and pound sentences</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>

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<p>ies Spelling Patterns High Frequency ds in daily writing</p> <p>Benchmark</p>	<p>Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand</p>	<p>Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand</p>	<p>Consistently applies grade appropriate spelling patterns and high frequency words in daily writing so that writing is easy to read and understand</p>
<p>ies Spelling Patterns High Frequency ds in daily writing</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>
<p>quires and uses grade l vocabulary and ses in reading and ng</p> <p>Benchmark</p>	<p>Uses sentence level context as a clue to the meaning of a word or phrase in daily reading and writing tasks. Understands and uses grade level vocabulary in speaking and/or writing.</p>	<p>Uses sentence level context as a clue to the meaning of a word or phrase in daily reading and writing tasks. Understands and uses grade level vocabulary in speaking and/or writing with minimal support</p>	<p>Uses sentence level context as a clue to the meaning of a word or phrase in daily reading and writing tasks. Understands and uses grade level vocabulary in speaking and/or writing consistently</p>
<p>quires and uses grade l and vocabulary and ses in reading and ng</p> <p>Potential Assessment</p>	<p>Teacher observation during whole group or small group lessons.</p> <p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Teacher observation during whole group or small group lessons.</p> <p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Teacher observation during whole group or small group lessons.</p> <p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>

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Writing	Term 1	Term 2	Term 3
<p>Introduces the Topic Early</p> <p>Benchmark</p>	<p>Writes a beginning sentence that names a topic or event as pertaining to the genre independently or with support</p>	<p>Writes a beginning sentence that names a topic or event as pertaining to the genre independently or with support consistently</p>	<p>Independently writes a beginning sentence that names a topic or event as pertaining to the genre</p>
<p>Introduces the Topic Early</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>
<p>Develops the Topic Providing reasons, facts Events appropriately</p> <p>Benchmark</p>	<p>Provides 3 reasons, facts, definitions or events connecting to the main ideas as pertaining to the genre</p> <p>Narrative writing should include actions, thoughts and feelings</p>	<p>Provides 3 reasons, facts, definitions or events connecting to the main ideas as pertaining to the genre</p> <p>Narrative writing should include actions, thoughts and feelings</p>	<p>Provides 3 reasons, facts, definitions or events connecting to the main ideas as pertaining to the genre</p> <p>Narrative writing should include actions, thoughts and feelings</p> <p>Reasons, facts/definitions, or events can be easily pictured in the reader's mind due to sufficient use of relevant details.</p>
<p>Develops the Topic Providing reasons, facts Events appropriately</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>

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<p>Linking words and phrases</p> <p>Benchmark</p>	<p>Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly</p>	<p>Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly</p>	<p>Uses a variety of transition and linking words as pertaining to the genre, so that the writing flows smoothly</p>
<p>Linking words and phrases</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>
<p>Provides a concluding statement or section</p> <p>Benchmark</p>	<p>Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre</p>	<p>Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre</p>	<p>Provides a concluding statement or section that appropriately ends the writing or refers back to the main topic/idea as pertaining to the genre</p>
<p>Provides a concluding statement or section</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>	<p>Journals and classroom writing</p> <p>Writing prompts/On-demand writing</p>

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<p>With guidance and support from adults and peers begins to revise and edit</p> <p>Benchmark</p>	<p>With guidance and support from adults and peers shows a beginning understanding and application of revising and editing</p>	<p>With guidance and support from adults and peers shows a developed understanding and application of revising and editing</p>	<p>With prompting and decreased support from adults and peers shows a developed understanding and application of revising and editing</p>
<p>With guidance and support from adults and peers begins to revise and edit</p> <p>Potential Assessment</p>	<p>Journals and classroom writing</p> <p>Writing pieces</p>	<p>Journals and classroom writing</p> <p>Writing pieces</p>	<p>Journals and classroom writing</p> <p>Writing pieces</p>