

Second Grade Reading

Grade	Standard	Benchmark	Know/Apppl	Indicator	Sub-Ind.	Assessed	(Non-Assessed Indicators)	Date		% Prof(+)	
							▲ (Assessed Indicators)	Date	% Prof(+)	Date	% Prof(+)
2	1	1	K	1			manipulates <i>onsets</i> and <i>rimes</i> in spoken syllables. (<i>Phonological Awareness</i>)				
2	1	1	K	2		▲	uses knowledge of developmentally appropriate decoding skills (e.g., ▲consonant-vowel combinations, ▲ <i>blends</i> , ▲ <i>digraphs</i> , ▲ <i>word families</i>) when reading unknown words. (<i>Phonics</i>)				
2	1	1	K	3			categorizes <i>onsets</i> and <i>rimes</i> in spoken syllables. (<i>Phonological Awareness</i>)				
2	1	2	K	1		▲	uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at <i>instructional</i> or <i>independent reading levels</i> .				
2	1	2	K	2			reads expressively with appropriate <i>pace</i> , <i>phrasing</i> , <i>intonation</i> , and <i>rhythm of speech</i> .				
2	1	2	K	3			uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .				
2	1	2	K	4			uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.				
2	1	2	K	5			begins to adjust reading rate to support comprehension when reading <i>narrative</i> and <i>expository</i> texts.				
2	1	3	K	1			demonstrates automatic recognition of <i>sight words</i> .				
2	1	3	K	2		▲	determines the meaning of unknown words or phrases using picture clues and <i>context clues</i> from sentences and paragraphs.				
2	1	3	K	3			identifies and uses <i>synonyms</i> , <i>antonyms</i> , and <i>homophones</i> to determine the meaning of words.				
2	1	3	K	4			uses a picture dictionary, dictionary, or glossary to understand word meaning.				
2	1	3	K	5		▲	determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲ <i>compound nouns</i> , ▲contractions, inflectional endings).				
2	1	4	K	1			recognizes the differences between <i>narrative</i> , <i>expository</i> , and <i>technical texts</i> .				

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2	1	4	K	2			locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.				
2	1	4	K	3			uses pictures, content, and prior knowledge to make predictions.				
2	1	4	K	4			generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.				
2	1	4	K	5		▲	uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.				
2	1	4	K	6			identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).				
2	1	4	K	7		▲	sequences events according to basic story structure of beginning, middle, and end.				
2	1	4	K	8			compares and contrasts information (e.g., <i>topics, characters</i>) between texts and within a single text.				
2	1	4	K	9			identifies cause-effect relationships in <i>narrative</i> and <i>expository</i> texts.				
2	1	4	K	10		▲	retells or determines important events and <i>main ideas</i> from <i>narrative</i> and <i>expository</i> texts.				
2	1	4	K	11		▲	identifies the <i>topic, main idea</i> , and supporting details in appropriate-level texts.				
2	1	4	K	12			distinguishes between fact and opinion in various texts.				
2	2	1	K	1		▲	identifies and describes <i>character(s)</i> in literature.				
2	2	1	K	2		▲	identifies and describes <i>setting</i> .				
2	2	1	K	3			retells the <i>plot</i> of a story.				
2	2	2	K	1			reads to connect personal experiences and ideas with those of other cultures in literature.				
2	2	2	K	2			identifies various languages, traditions, and cultures found in literature.				
2	2	2	K	3			makes connections between specific aspects of literature from a variety of cultures and personal experiences.				

