

Reading Performance Standards – End of Grade Two

Appropriate Performance

Text Features

Students read independently and understand a variety of texts that include

- both fiction and information
- long stretches of simple, straightforward text; most information is gained from the words, illustrations support and extend the text
- print with clear spaces between words and lines

Fiction

- stories that have multiple events related to a single plot
- stories in which the plot is generally predictable -- an easily recognized beginning, middle and end
- stories in which characters behave in predictable ways, allowing simple inferences to be made about their actions and feelings
- chapter books, in which the chapters tend to be relatively short.

Information Texts

- information texts that may contain subheadings which aid in comprehension
- information texts in which additional information is conveyed through pictures, captions, and basic charts/diagrams
- information texts in which ideas are explicit; usually written in short paragraphs with a clear topic sentence

Strategies

Students

- monitor their reading and self-correct when reading does not make sense, sound right and look right
- combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize an increasing variety of sight words
- read passage smoothly and in phrases with expression (fluency); hesitation may occur with unfamiliar words.

Comprehension and Responses

Students

- demonstrate an overall understanding of characters, main events, ideas and feelings
- can generally identify main idea of a text
- respond accurately to most literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- retell main events in the correct sequence
- make simple inferences about a character's feelings as well as story events, giving some supporting detail in their answers or explanations
- use key facts from information texts to make basic predictions or interpretations
- begin to apply information gained from text to new situations
- make obvious connections between text and prior knowledge and personal experience
- express and begin to support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).

Students who demonstrate strong performance read texts at level M or above.

Reading Performance Standards – End of Grade Two

Strong Performance

Text Features

Students read independently and understand a variety of texts that include

- both fiction and information with a greater range of genres
- long stretches of text with increasing amounts of text per page; more print than illustrations
- more complex language structures including some figurative language and sophisticated vocabulary
- smaller print with narrower word spacing
- greater variety of tenses

Fiction

- stories that have multiple events and more complex plots
- stories that are more involved and include subtleties in plot and characters' actions
- stories in which character development is a greater focus
- chapter books with longer chapters that require sustained reading over a period of time

Information Texts

- information texts that contain subheadings, illustrations, charts and detailed diagrams to aid in comprehension
- information texts in which more sophisticated and subject-specific vocabulary is introduced
- information texts in which ideas are explored in greater depth and with more details

Strategies

Students

- monitor their reading and self-correct efficiently when reading does not make sense, sound right and look right
- automatically combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words
- recognize a wide range of sight words
- read fluently with appropriate intonation and/or expression; occasional hesitation may occur.

Comprehension and Responses

Students

- demonstrate a thorough understanding of characters, main events, ideas and feelings
- identify main idea of a text
- respond accurately to almost all literal questions or comprehension tasks that are text specific, including vocabulary-related questions
- can provide a detailed, accurate retelling
- make more sophisticated inferences about a character's feelings as well as story events, providing relevant details in their answers or explanations
- use facts and supporting details from information texts to make predictions and interpretations
- apply information gained from text to new situations
- make connections between text and prior knowledge and personal experience
- express and support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).

Students who demonstrate strong performance read texts at level M or above.

Writing Performance Standards – End of Grade Two

Appropriate Performance

Students

Content

- include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events
- include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information

Organization

- use simple connecting words (e.g., and, then, so) to link ideas
- present ideas/information in a sequence that can be followed

Narrative/imaginative writing

- has a beginning, middle and end; ending may be abrupt
- usually identifies the characters and problem at the beginning of the story, but tends to be brief
- may include dialogue
- may be modeled on stories read, heard or viewed, or based on personal experiences

Information text

- opening introduces the topic; the closing or concluding statement may be omitted or abrupt
- shows some awareness of form (e.g., recount, basic instructions, report)
- includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)

Word Choice

- may include a few strong word choices; majority of word choices is ordinary with some repetition of words

Sentence Structure

- use mostly simple sentence structure; many sentences are complete
- include a few longer sentences and/or sentences that begin in different ways

Conventions

- use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in many cases; may capitalize some words unnecessarily
- spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations
- use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

Writing Performance Standards – End of Grade Two

Strong Performance

Students

Content

- include a series of ideas or events related to a topic; maintain focus on the topic
- include relevant details or information to expand on the topic or support the main idea

Organization

- link ideas in a variety of ways, creating some flow to the writing
- present ideas/information in a logical sequence

Narrative/imaginative writing

- has a good beginning, a logical middle and an ending
- identifies the characters and problem within the story
- often includes dialogue
- shows the student takes risks in the creation and expression of ideas

Information text

- opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)
- uses appropriate forms (e.g., recount, simple instructions, report)
- includes relevant details and expands upon some of these

Word Choice

- include a few strong word choices appropriate to the purpose, with limited repetition of words

Sentence Structure

- include some sentences of different lengths and sentences that begin in different ways
- attempt more complex sentence structures; most sentences are complete

Conventions

- use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly)
- use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in most cases; may capitalize a few words unnecessarily
- spell most high frequency words correctly; spell longer, more complex words using phonetic approximations
- use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.