

BENCHMARK REPORT
ENGLISH LANGUAGE ARTS
GRADE 2



DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details (KID)</i>	Rating	Completed
2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Priority	
2RL1a	Ask questions to demonstrate understanding of key details in a story or poem		
2RL1b	Respond to questions about key details in a story or poem		
2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Supporting	
2RL2a	Retell a story, fable, or folktale from diverse cultures using key details		
2RL2b	Identify a main idea or lesson of a story, fable, or folktale from diverse cultures		
2RL2c	DPO 9. Begin dictionary use. (2-S3-C1)(?)		
2RL2d	DPO 11. Use indices. (2-S3-C1)		
2RL3	Describe how characters in a story respond to major events and challenges.	Priority	
2RL3a	Describe the response of characters in a story to major events		
2RL3b	Describe the response of characters in a story to challenges		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Rating	Completed
2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Supporting	
2RL4a	Relate the author's choice of rhythm words and phrases to the meaning of a story, poem, or song		
2RL4b	Identify the use of regular beats, alliteration, rhymes, and repeated lines in a story, poem, or song		
2RL4c	Begin to recognize poetic elements (rhyme, rhythm, alliteration, voice, onomatopoeia, imagery, personification, stanza, literal meaning). (1-S2-C1)		
2RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Priority	
2RL5a	Identify the beginning, middle, and ending of a story		
2RL5b	Identify the setting, characters, problem, and resolution in a story		
2RL5c	Describe the introduction to a story through its setting, characters, and problem		
2RL5d	Describe the conclusion to a story through its setting, characters, and resolution to a problem		
2RL5e	Describe changes in the setting, characters, and problem over the course of a story		
2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading	Supporting	

	dialogue aloud.		
2RL6a	Identify the point of view from which a character tells a story in a story, poem, drama, or song		
2RL6b	Describe the different points of view of characters in a story, poem, drama, or song		
Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Priority	
2RL7a	Describe and explain the characters, settings, and problems in a story by using words and illustrations from the text		
2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Supporting	
2RL9a	Compare and contrast two or more versions of the same story written by authors from different cultures		
2RL9b	Compare/contrast the choices, actions and behaviors of literary characters to Catholic Christian values. (4.S3.C3)		
DOMAIN: Reading Standards for Informational Text			
Code:	Strand: <i>Key Ideas and Details (KID)</i>	Rating	Completed
2RI1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	Priority	
2RI1a	Ask questions to demonstrate understanding of key details in an informational text		
2RI1b	Respond to questions about key details in an informational text		
2RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Priority	
2RI2a	Determine key ideas of specific paragraphs within a multi paragraph informational text		
2RI2b	Identify the main topic of a multi paragraph informational text		
2RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Supporting	
2RI3a	Describe the sequence of historical events in an informational text		
2RI3b	Describe a set of scientific ideas or concepts in an informational text		
2RI3c	Describe the steps of a technical procedure in an informational text		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Rating	Completed
2RI4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Priority	
2RI4a	Determine the meaning of words and phrases about a topic or subject in an informational text		
2RI5	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.	Priority	
2RI5a	Identify the key features of an informational text used to locate facts or information		

2RI5b	Locate facts or information by using key features of an informational text efficiently		
2RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Priority	
2RI6a	Explain the main purpose of an informational text		
2RI6b	Identify the purpose for writing: persuade, inform entertain (3-S3-C2)		
Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
2RI7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Priority	
2RI7a	Describe the contributions of specific images to the meaning of a text		
2RI8	Describe how reasons support specific points the author makes in a text.	Priority	
2RI8a	Analyze how an author uses reasons to support points in an informational text		
2RI9	Compare and contrast the most important points presented by two texts on the same topic.	Priority	
2RI9a	Compare and contrast the points made by authors of two informational texts on the same topic		
DOMAIN: Reading Standards: Foundational Skills			
Code:	Strand: <i>Phonics and Word Recognition (PWR)</i>	Rating	Completed
2RF3	Know and apply grade-level phonics and word analysis skills in decoding words.	Priority	
2RF3a	Distinguish between long and short vowels in regularly spelled one-syllable words found in a text		
2RF3b	Identify spelling-sound correspondences for common vowel teams found in a text		
2RF3c	Decode regularly spelled two-syllable words with long vowels found in a text		
2RF3d	Define the meaning of a prefix and suffix		
2RF3e	Distinguish between a prefix and a suffix in regularly spelled two syllable words found in a text		
2RF3f	Read aloud words with common prefixes and suffixes found in a text		
2RF3g	Identify common one and two syllable words with inconsistent spelling-sound correspondences found in a text		
2RF3h	Recognize grade-level appropriate irregularly spelled words found in a text		
2RF3i	Read aloud grade-level appropriate irregularly spelled words found in a text		
Code:	Strand: <i>Fluency (FLU)</i>	Rating	Completed
2RF4	Read with sufficient accuracy and fluency to support comprehension.	Priority	
2RF4a	Read on-level text fluently with purpose and understanding		
2RF4b	Read grade-level text aloud with increasing rate on successive readings		
2RF4c	Read grade-level text aloud with increasing accuracy on successive readings		
2RF4d	Read grade-level text aloud with increasing expression on successive		

	readings		
2RF4e	Use context to confirm word recognition and meaning		
2RF4f	Use context to self-correct word recognition and meaning		
2RF4g	Demonstrate understanding of the relationship between concrete experiences or objects with progressively abstract symbols. (2-S3-C1)		
2RF4h	Begin use of study skills. (2-S3-C1)		
2RF4i	Recognize that libraries contain informational sources. (2-S3-C1)		
2RF4j	Utilize appropriate test taking strategies. (2-S3-C1)		
2RF4k	Use Computer skills. (2-S3-C1)		
DOMAIN: Writing Standards			
Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Rating	Completed
2W1	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 or section.	Supporting	
2W1a	Introduce a topic or book when writing an opinion piece		
2W1b	State an opinion about a topic or text when writing an opinion piece		
2W1c	Support an opinion with reasons when writing an opinion piece		
2W1d	Use linking words and phrases to connect opinions and reasons when writing an opinion piece		
2W1e	Develop a concluding statement or section when writing an opinion piece		
2W1f	Continue the use of critical thinking skills when writing. (G2:S3:C2)		
2W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Priority	
2W2a	Introduce a topic when writing an informative/explanatory text		
2W2b	Use facts and definitions to support points when writing an informative/explanatory text		
2W2c	Write a concluding statement or section when writing an informative/explanatory text		
2W2d	Write an informational report that includes: a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement. (G6:S3:C6:DPO2)		
2W2e	Continue to move from inventive to conventional spelling. (G2:S2:C5)		
2W2f	Continue to put sentences together in paragraphs. (G3:S2:C5)		
2W3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Priority	
2W3a	Introduce a well elaborated event or short sequence of events when writing a narrative		
2W3b	Use details to describe thoughts, actions, and feelings when writing a narrative		
2W3c	Use temporal words to signal event order when writing a narrative		
2W3d	Create a sense of closure when writing a narrative		

2W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Priority	
2W4a	Continue the use of critical thinking skills when writing. (G2:S3:C2)		
Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Rating	Completed
2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Priority	
2W5a	Strengthen writing based on comments and suggestions before producing and distributing writing		
2W5b	Edit writing to focus clearly on a topic before it is produced and distributed		
2W5c	Continue to move from inventive to conventional spelling. (G2:S2:C4)		
2W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Supporting	
2W6a	Use a variety of digital tools to produce and publish writing		
Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Rating	Completed
2W7	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).	Priority	
2W7a	Participate in shared research projects		
2W7b	Participate in shared writing projects		
2W7c	Continue to put sentences together in paragraph form. (G3:S2:C5)		
2W8	Recall information from experiences or gather information from provided sources to answer a question.	Priority	
2W8a	Recall information from experiences to include in a shared research project		
2W8b	Gather information from provided sources to answer a question used in a shared research project		
2W8c	Continue the use of critical thinking skills when writing. (G2:S3:C2)		
DOMAIN: Speaking and Listening Standards			
Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Rating	Completed
2SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Supporting	
2SL1a	Follow agreed-upon rules for group discussions		
2SL1b	Link new comments to remarks made by others during a group discussion		
2SL1c	Ask questions during a group discussion when further explanation about a topic or text is needed		
2SL1d	Can clear away distractions and begin to use focused listening. (GS:LS:S1:C1)		
2SL1e	Listen when teachers or peers read or speak. (GS:LS:S1:C1)		
2SL1f	Listen for a variety of purposes (information, entertainment, problem solving). (G2:LS:S1:C1)		
2SL1g	Listen and enjoy familiar stories, poems, and rhythmic patterns. (GS:LS:S1:C1)		

2SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Supporting	
2SL2a	Identify key ideas from information presented orally		
2SL2b	Identify key details from information presented orally		
2SL2c	Listen and respond to oral directions. (G2:LS:S1:C1)		
2SL2d	Listen and respond to another person in conversation. (G2:LS:S1:C1)		
2SL2e	Listen and respond to a variety of media. (G2:LS:S1)		
2SL2f	Listen when teachers or peers read or speak. (G2:LS:S1:C1)		
2SL2g	Recognize the characteristic sounds and rhythms of language. (G2:LS:S1:C1)		
2SL3	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.	Supporting	
2SL3a	Ask questions about the meaning of information presented by a speaker		
2SL3b	Ask questions to gather additional information about what was said by a speaker		
2SL3c	Answer questions about information presented by a speaker in order to demonstrate understanding		
2SL3d	Can filter unimportant information from important information. (G2:LS:S2:C2)		
2SL3e	Ask questions for clarification and understanding. (G2:LS:S2:C2)		
2SL3f	Ask and respond to questions. (G2:LS:S1:C1)		
Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Rating	Completed
2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Supporting	
2SL4a	Tell a story orally with appropriate facts and relevant details		
2SL4b	Speak audibly in coherent sentences when telling a story orally		
2SL4c	Use descriptive words. (G2:LS:S2:C2)		
2SL4d	Recognize and respond to different types of visual media. (G2:VP:S1:C2)		
2SL4e	Access, view and respond to visual forms. (G2:VP:S1:C1)		
2SL4f	Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text. (G2:VP:S1:C1)		
2SL4g	Plan and present a report, using two or more visual-media. (G2:VP:S1:C1)		
2SL5	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.	Supporting	
2SL5a	Create an audio recording of a presentation of a story or poem		
2SL5b	Convey ideas, thoughts, and feelings about a story or experience by using drawings or other visual displays in an oral presentation		
2SL5c	Begin to use technology correctly (i.e. microphone, telephone, etc.). (G2:LS:S2:C2)		
2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Supporting	

2SL6a	Produce complete sentences in an oral presentation when appropriate to task and situation		
2SL6b	DPO 8. Begins to use language nuances (similarities) (ex: impatient and eager) (G2:LS:S1:C1)		
2SL6c	Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. (G2:LS:S2:C2)		
2SL6d	Use complete sentences when appropriate. (G2:LS:S2:C2)		
2SL6e	Use "I" messages to resolve conflicts. (G2:LS:S2:C2)		
2SL6f	Use verbal courtesies with little prompting. (G2:LS:S2:C2)		
2SL6g	Follow rules of conversation (take turns, raise hand to speak, stay on topic, focus attention on speaker). (G2:LS:S2:C2)		
2SL6h	Express personal and emotional needs. (G2:LS:S2:C2)		
2SL6i	Begin to recite prayers, scriptural passages and literary works from memory. (G2:LS:S2:C2)		
2SL6j	Participate in role playing and creative dramatics. (G2:LS:S2:C2)		
2SL6k	Give multiple step directions. (G2:LS:S2:C2)		
2SL6l	Maintain subject line in conversation. (G2:LS:S2:C2)		
2SL6m	Participate appropriately during cooperative learning activities. (G2:LS:S2:C2)		
2SL6n	Paraphrase information shared orally by others. (G2:LS:S2:C2)		
2SL6o	Use appropriate voice level, phrasing, and intonation for given situations. (G2:LS:S2:C2)		
2SL6p	Contribute to class and group discussions. (G2:LS:S2:C2)		
DOMAIN: Language Standards			
Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Rating	Completed
2L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Priority	
2L1a	Use collective nouns when speaking or writing		
2L1b	Construct frequently occurring irregular plural nouns		
2L1c	Use frequently occurring irregular plural nouns when speaking or writing		
2L1d	Use reflexive pronouns when speaking or writing		
2L1e	Construct the past tense of frequently occurring irregular verbs		
2L1f	Use the past tense of frequently occurring irregular verbs when speaking or writing		
2L1g	Use adjectives when speaking or writing		
2L1h	Use adverbs when speaking or writing		
2L1i	Use adjectives and adverbs appropriately when speaking or writing		
2L1j	Produce complete sentences when speaking or writing		
2L1k	Expand complete sentences when speaking or writing		
2L1l	Rearrange complete sentences when speaking or writing		
2L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

2L2a	Capitalize holidays, product names, and geographic names when writing		
2L2b	Use commas when writing greetings and closings of letters		
2L2c	Use an apostrophe to form contractions when writing		
2L2d	Use an apostrophe to form frequently occurring possessives when writing		
2L2e	Use learned spelling patterns when writing words		
2L2f	Clarify the spelling of a word by using reference materials		
2L2g	Begin reading cursive writing. (G2:S1:C6)		
2L2h	Begin writing letters and words in cursive. (G2:S1:C6)		
2L2i	Use the apostrophe in contractions and noun possessive. (G2:S1:C6)		
2L2j	Place commas in letters, dates and addresses. (G2:S1:C6)		
Code:	Strand: <i>Knowledge of Language (KOL)</i>	Rating	Completed
2L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Supporting	
2L3a	Compare and contrast the uses of formal and informal English in a variety of contexts		
Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Rating	Completed
2L4	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.	Supporting	
2L4a	Determine the meaning of a word or phrase by using sentence-level context clues		
2L4b	Determine the meaning of a multiple-meaning word or phrase by using sentence-level context clues		
2L4c	Combine a known prefix and a known word to create a new word		
2L4d	Determine the meaning of an unknown word based on a known word with the same root		
2L4e	Determine the meaning of a compound word based on the meaning of the individual words		
2L4f	Clarify the meaning of a word or phrase by using a print glossary and dictionary		
2L4g	Clarify the meaning of a word or phrase by using a digital glossary and dictionary		
2L5	Demonstrate understanding of word relationships and nuances in word meanings.	Supporting	
2L5a	Relate real life connections between words to their uses		
2L5b	Distinguish between the meaning of closely related verbs		
2L5c	Distinguish between the meaning of closely related adjectives		
2L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Supporting	
2L6a	Use words and phrases acquired through conversation		

2L6b	Use words and phrases acquired through reading and being read to		
2L6c	Use words and phrases to be acquired through responding to texts		