

Hasbrouck Heights School District

2nd Grade-Benchmarks

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J, K, or L.	Student has achieved reading success at Level M or above
2nd	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N or above.
3rd	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K or L.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N or above.
<i>Reading Level is determined through the Teachers College Reading Running Records Benchmark Assessments.</i>				

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2) Knows and applies grade level phonics and word analysis skills when decoding text.

Trimester	1	2	3	4
ALL	<p>Rarely applies phonics and word analysis strategies in decoding words such as:</p> <ul style="list-style-type: none"> ● Uses picture clues ● Rereads ● Cross-checks ● Letter sound clues ● Self monitors ● Self corrects 	<p>Sometimes applies phonics and word analysis strategies in decoding words, with limited success such as:</p> <ul style="list-style-type: none"> ● Uses picture clues ● Rereads ● Cross-checks ● Letter sound clues ● Self monitors ● Self corrects 	<p>Applies phonics and word analysis strategies in decoding words, with success such as:</p> <ul style="list-style-type: none"> ● Uses picture clues ● Rereads ● Cross-checks ● Letter sound clues ● Self monitors ● Self corrects 	<p>Consistently and independently applies phonics and word analysis strategies in decoding words, with great success such as:</p> <ul style="list-style-type: none"> ● Uses picture clues ● Rereads ● Cross-checks ● Letter sound clues ● Self monitors ● Self corrects

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3) Reads with comprehension: Literal (main idea, details, character, setting).

Demonstrates successful understanding of the text through interpreting the main idea.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student rarely demonstrates literal understanding of stories and informational texts. Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. Student does not use target comprehension skills 	<ul style="list-style-type: none"> Student sometimes demonstrates some literal understanding of stories and informational texts. Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> Student demonstrates a literal understanding of stories and informational texts. Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. 	In above grade level texts, <ul style="list-style-type: none"> Student consistently demonstrates a strong literal understanding of texts. Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.

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4) Reads with comprehension: Inferential (inferences, predictions, conclusions).

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable to notice details in pictures and text. • Student is unable to extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student is mostly unable to extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student is able to notice details in pictures and text. • Student extends thinking to describe a few clues. • Student demonstrates inferential understanding of informational and imaginative texts. 	<p>In above grade level texts:</p> <ul style="list-style-type: none"> • Student notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. • Student demonstrates an inferential understanding of informational and imaginative texts.

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5) Reads with fluency (expression, phrasing, rate, accuracy).

Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high-frequency and decodable words. • Lack of fluent reading is evident during independent reading of texts. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Student reads some target high-frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when independently reading texts. • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. • Student uses very little or no expression. 	<ul style="list-style-type: none"> • Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing. • Student demonstrates fluent reading of above-level texts when reading independently. Student attends to internal and ending punctuation. Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character's feelings, or actions in the text.

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6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 21 or more minutes.
2nd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 31 or more minutes.
3rd	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for more than 40 minutes.