



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

MPS Second Grade Reading

Literature

Report Card Indicator: Asks and answers questions about fictional texts				
Standard: RL.2.1				
Trimester	1	2	3	4
1	Rarely asks or answers questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text.	Asks and answers questions concerning key details in a literary text.	Asks and answers inferential questions with above grade level text.
2	Rarely asks or answers questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text.	Asks and answers questions concerning key details in a literary text.	Asks and answers inferential questions with above grade level text.
3	Rarely asks or answers questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary text.	Asks and answers questions concerning key details in a literary text.	Asks and answers inferential questions with above grade level text.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Report Card Indicator: Recounts stories to include story elements				
Standard: RL.2.2				
Trimester	1	2	3	4
1	Demonstrates limited ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of story.	Retells texts and describes the overall structure of story including the beginning, middle and end.	Retells texts and describes the overall structure of story including the beginning, middle and end, using above grade level texts.
2	Demonstrates limited ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of story.	Retells texts and describes the overall structure of story including the beginning, middle and end.	Retells texts and describes the overall structure of story including the beginning, middle and end, using above grade level texts.
3	Demonstrates limited ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of story.	Retells texts and describes the overall structure of story including the beginning, middle and end.	Retells texts and describes the overall structure of story including the beginning, middle and end, using above grade level texts.



Report Card Indicator: Acknowledges differences in points of view of characters				
Standard: RL.2.3, RL.2.6				
Trimester	1	2	3	4
1	Rarely able to describe how characters respond to major events in a story.	With teacher prompting and support, describes how characters respond to major events and challenges in a story.	Describes how characters respond to major events and challenges in a story.	Provides in depth descriptions as to how characters respond to major events and challenges in above grade level texts. Acknowledges differences in points of view of characters.
2	Rarely able to describe how characters respond to major events in a story.	With teacher prompting and support, describes how characters respond to major events and challenges in a story.	Describes how characters respond to major events and challenges in a story. May begin to acknowledge differences in points of view of characters.	Provides in depth descriptions as to how characters respond to major events and challenges in above grade level texts. Acknowledges differences in points of view of characters.
3	Rarely able to describe how characters respond to major events in a story.	With teacher prompting and support, describes how characters respond to major events and challenges in a story. May begin to acknowledge differences in points of view of characters.	Describes how characters respond to major events and challenges in a story. Acknowledges differences in points of view of characters.	Provides a vivid and in depth description as to how characters respond to major events and challenges in above grade level texts. Acknowledges differences in points of view of characters.



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 — MONROE, CONNECTICUT —

Report Card Indicator: Compares and contrasts different versions of the same story				
Standard: RL.2.9				
Trimester	1	2	3	4
1				
2	Rarely able to compare and contrast different versions of the same story.	Requires teacher prompting and support to compare and contrast different versions of the same story.	Compares and contrasts different versions of the same story.	Compares and contrasts different versions of the same story in above grade level text.
3	Rarely able to compare and contrast different versions of the same story.	Requires teacher prompting and support to compare and contrast different versions of the same story.	Compares and contrasts different versions of the same story.	. Compares and contrasts different versions of the same story in above grade level text.



Informational Text

Report Card Indicator: Asks and answers questions using evidence from the text				
Standard: RI.2.1				
Trimester	1	2	3	4
1	Rarely able to ask and answer questions concerning key details in a text.	Requires teacher prompting and support to ask and answer questions concerning key details using evidence from the text.	Asks and answers questions concerning key details using evidence from the text.	Asks and answers complex questions with supporting evidence in above grade level texts.
2	Rarely able to ask and answer questions concerning key details in a text.	Requires teacher prompting and support to ask and answer questions concerning key details using evidence from the text	Asks and answers questions concerning key details using evidence from the text.	Asks and answers complex questions with supporting evidence in above grade level texts.
3	Rarely able to ask and answer questions concerning key details in a text.	Requires teacher prompting and support to ask and answer questions concerning key details using evidence from the text	Asks and answers questions concerning key details using evidence from the text.	Asks and answers complex questions with supporting evidence in above grade level texts.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Report Card Indicator: Determines the main idea of a text				
Standard: RI.2.2				
Trimester	1	2	3	4
1	Rarely able to identify the topic of a text and the main idea of specific paragraphs.	With teacher prompting and Identifies the topic of a text and the main ideas of specific paragraphs.	Identifies the topic of a text and the main ideas of specific paragraphs.	Identifies the topic of a text and the main ideas of specific paragraphs in above grade level texts.
2	Rarely able to identify the topic of a text and the main idea of specific paragraphs.	With teacher prompting and support identifies the topic of a text and the main ideas of specific paragraphs.	Identifies the topic of a text and the main ideas of specific paragraphs.	Identifies the topic of a text and the main ideas of specific paragraphs in above grade level texts.
3	Rarely able to identify the topic of a text and the main idea of specific paragraphs.	With teacher prompting and support identifies the topic of a text and the main ideas of specific paragraphs.	Identifies the topic of a text and the main ideas of specific paragraphs.	Identifies the topic of a text and the main ideas of specific paragraphs in above grade level texts.



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— MONROE, CONNECTICUT —

Report Card Indicator: Compares and contrasts the most important points represented by two texts on the same topic				
Standard: RI.2.9				
Trimester	1	2	3	4
1				
2	Rarely able to compare or contrast topics.	Requires teacher prompting and support to compare and contrast the most important points presented by two texts on the same topic.	Compares and contrasts the most important points presented by two texts on the same topic.	Compares and contrasts the most important points presented by two texts in above grade level texts.
3	Rarely able to compare or contrast topics.	Requires teacher prompting and support to compare and contrast the most important points presented by two texts on the same topic.	Compares and contrasts the most important points presented by two texts on the same topic.	Compares and contrasts the most important points presented by two texts in above grade level texts.



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 — MONROE, CONNECTICUT —

Report Card Indicator: Identifies and understands the purpose of text features				
Standard: RI.2.5				
Trimester	1	2	3	4
1	Rarely identifies non-fiction features.	With prompting and support can identify some non-fiction features.	Can identify most non-fiction features and may begin to use them to support comprehension.	Can identify most non-fiction features and begin to use them to support comprehension in above grade level text.
2	Can identify some non-fiction features.	With prompting and support can identify most non-fiction features and begin to use them to support comprehension.	Can identify most non-fiction features and begins to use them to support comprehension.	Can identify most non-fiction features and uses them to support comprehension in above grade level text.
3	Can identify most non-fiction features.	With prompting and support can identify most non-fiction features and uses them to support comprehension.	Can identify most non-fiction features and uses them to support comprehension.	Can identify most non-fiction features and uses them to support comprehension in above grade level text.



Foundational Skills

Report Card Indicator: Knows and applies grade-level phonics and word analysis in decoding words				
Standard: RF.2.2, RF.2.3				
Trimester	1	2	3	4
1	Rarely able to apply decoding strategies.	Requires teacher prompting and support to apply decoding strategies.	Able to apply decoding strategies for grade level texts.	Consistently applies decoding strategies on above grade level texts.
2	Rarely able to apply decoding strategies.	Requires teacher prompting and support to apply decoding strategies.	Able to apply decoding strategies for grade level texts.	Consistently applies decoding strategies on above grade level texts.
3	Rarely able to apply decoding strategies.	Requires teacher prompting and support to apply decoding strategies.	Able to apply decoding strategies for grade level texts.	Consistently applies decoding strategies on above grade level texts.



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— MONROE, CONNECTICUT —

Report Card Indicator: Reads accurately and fluently to support comprehension				
Standard: RF.2.4				
Trimester	1	2	3	4
1	Reads slowly, with limited accuracy, and/ or little or no expression.	Beginning to read grade level text accurately, smoothly, and/or with some expression.	Reads grade level text accurately, smoothly and with expression.	Reads above grade level text accurately, smoothly and with expression.
2	Reads slowly, with limited accuracy, and/ or little or no expression.	Beginning to read grade level text accurately, smoothly, and/or with some expression.	Reads grade level text accurately, smoothly and with expression.	Reads above grade level text accurately, smoothly and with expression.
3	Reads slowly, with limited accuracy, and/ or little or no expression.	Beginning to read grade level text accurately, smoothly, and/or with some expression.	Reads grade level text accurately, smoothly and with expression.	Reads above grade level text accurately, smoothly and with expression.



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— MONROE, CONNECTICUT —

MPS Second Grade
Writing

Writing

Report Card Indicator: Writes to communicate ideas and information effectively				
Standard: W.2.1, W.2.2, W.2.3				
Trimester	1	2	3	4
1	Rarely writes for a specific purpose that has been taught.	With teacher prompting and support, can write for a specific purpose that has been taught.	Writes for a specific purpose that has been taught. Begins to apply writing strategies that have been taught.	Writes for a specific purpose, uses higher level vocabulary, descriptive language, and applies writing strategies that have been taught.
2	Rarely writes for a specific purpose that has been taught.	With teacher prompting and support, can write for a specific purpose that has been taught.	Writes for a specific purpose that has been taught. Begins to apply writing strategies that have been taught.	Writes for a specific purpose, uses higher level vocabulary, descriptive language, and applies writing strategies that have been taught.
3	Rarely writes for a specific purpose that has been taught.	With teacher prompting and support, can write for a specific purpose that has been taught.	Writes for a specific purpose that has been taught. Applies many writing strategies that have been taught.	Writes for a specific purpose, uses higher level vocabulary, descriptive language, and applies writing strategies that have been taught.



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— MONROE, CONNECTICUT —

Report Card Indicator: Produces writing in which the development and organization are appropriate to the task				
Standard: W.2.1, W.2.2, W.2.3				
Trimester	1	2	3	4
1	Writing rarely includes a beginning, middle, and end and includes few relevant details.	With teacher prompting and support writing includes a beginning, middle, and end. Includes some relevant details and is beginning to apply some of the strategies taught.	Writing includes a beginning, middle, and end. Includes relevant details and applies strategies taught.	Writing includes a strong beginning, middle and end, and provides relevant details. Applies strategies throughout to effectively convey meaning.
2	Writing rarely includes a beginning, middle, and end and includes few relevant details.	With teacher prompting and support writing includes a beginning, middle, and end. Includes some relevant details and is beginning to apply some of the strategies taught.	Writing includes a beginning, middle, and end. Includes relevant details and applies strategies taught.	Writing includes a strong beginning, middle and end, and provides relevant details. Applies strategies throughout to effectively convey meaning.
3	Writing rarely includes a beginning, middle, and end and includes few relevant details.	With teacher prompting and support writing includes a beginning, middle, and end. Includes some relevant details and is beginning to apply some of the strategies taught.	Writing includes a beginning, middle, and end. Includes relevant details and applies strategies taught.	Writing includes a strong beginning, middle and end, and provides relevant details. Applies strategies throughout to effectively convey meaning.



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 — MONROE, CONNECTICUT —

Report Card Indicator: Strengthens writing by planning, revising, and editing				
Standard: W.2.5, L.2.2				
Trimester	1	2	3	4
1	Rarely able to edit writing, even with teacher prompting and support. Does not use capitalization or punctuation in writing.	With teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Cannot effectively peer edit. Needs prompting to use capitalization and punctuation in writing.	With teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Begins to peer edit. Uses capitalization and punctuation in writing.	Edits and revises writing. Collaborates with peers and provides feedback. Uses capitalization and punctuation in writing.
2	Rarely able to edit writing, even with teacher prompting and support. Capitalization and punctuation are inconsistent.	With teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Cannot effectively peer edit. Needs prompting to use capitalization and punctuation in writing.	Edits and revises own work. Begins to peer edit. Teacher prompting and support may be needed. Uses capitalization and punctuation in writing.	Edits and revises writing. Collaborates with peers and provides feedback. Uses capitalization and punctuation in writing.
3	Rarely able to edit writing, or requires continued teacher prompting and support to edit and revise. Capitalization and punctuation are inconsistent.	Edits and revises own work. Begins to peer edit. Teacher prompting and support may be needed. Uses capitalization and punctuation in writing.	Edits and revises writing. Collaborates with peers and provides feedback. Uses capitalization and punctuation in writing. Requires little teacher support.	Edits and revises writing. Collaborates with peers and provides feedback. Uses capitalization and punctuation in writing.



MONROE PUBLIC SCHOOLS
 — MONROE, CONNECTICUT —

Report Card Indicator: Conducts short research projects that build knowledge about a topic				
Standards: W.2.7, W.2.8				
Trimester	1	2	3	4
1				
2	Rarely contributes to shared project or ideas are off topic.	Contributions are sometimes off topic but attempts to participate.	With teacher prompting and guidance contributes to shared research.	Contributes to shared research with ideas and appropriate content on topic.
3	Rarely contributes to shared project or ideas are off topic.	With teacher prompting and guidance contributes to shared research.	Contributes to shared research with ideas and appropriate content on topic.	Contributes to shared research with ideas and appropriate content on topic. Writing has surpassed grade level expectations.



MONROE PUBLIC SCHOOLS
 — MONROE, CONNECTICUT —

Report Card Indicator: Gathers information from print/digital sources and personal experiences to demonstrate knowledge				
Standards: W.2.6				
Trimester	1	2	3	4
1				
2	Rarely able to use print/digital information as a source. May use personal experiences.	With guidance and support gathers limited information from print/digital sources and personal experiences.	With guidance and support gathers information from print/digital sources and personal experiences. Begins to collaborate with peers.	Gathers information from print/digital sources and personal experiences. Collaborates with peers.
3	Rarely able to use print/digital information as a source. May use personal experiences.	With guidance and support gathers limited information from print/digital sources and personal experiences.	With guidance and support gathers information from print/digital sources and personal experiences. Collaborates with peers.	Gathers information from print/digital sources and personal experiences. Collaborates with peers.



Language

Report Card Indicator: Demonstrates a command of grade-appropriate conventions of standard English grammar and usage				
Standard: L.2.1				
Trimester	1	2	3	4
1	Rarely able to produce simple, complete sentences.	With teacher prompting and support, produces simple, complete sentences.	Produces simple, complete sentences.	Produces both simple and compound complete sentences.
2	With teacher prompting and support, produces simple, complete sentences.	Produces simple, complete sentences.	Produces simple and compound complete sentences.	Uses a variety of sentence structures to produce simple and compound sentences.
3	Produces simple, complete sentences.	Produces simple and compound complete sentences.	Begins to use a variety of sentence structures to produce simple and compound sentences.	Uses a variety of sentence structures to produce simple and compound sentences.



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 — MONROE, CONNECTICUT —

Report Card Indicator: Acquires and uses grade-level vocabulary				
Standard: L.2.4, L.2.5, L.2.6				
Trimester	1	2	3	4
1	Rarely uses new vocabulary in writing. Limited understanding of new words.	With prompting and support begins to use context clues to acquire new vocabulary. Begins to apply this vocabulary in writing.	Begins to use context clues to acquire new vocabulary. Begins to apply this vocabulary in writing.	Uses context clues to acquire new vocabulary and effectively uses this vocabulary in writing.
2	Rarely uses new vocabulary in writing. Limited understanding of new words.	With prompting and support begins to use context clues to acquire new vocabulary. Begins to apply this vocabulary in writing.	Begins to use context clues to acquire new vocabulary. Begins to apply this vocabulary in writing.	Uses context clues to acquire new vocabulary and effectively uses this vocabulary in writing.
3	Rarely uses new vocabulary in writing. Limited understanding of new words.	With prompting and support begins to use context clues to acquire new vocabulary. Begins to apply this vocabulary in writing.	Uses context clues to acquire new vocabulary. Apply this vocabulary in some writing.	Uses context clues to acquire new vocabulary and effectively uses this vocabulary in writing.



Report Card Indicator: Applies correct spelling of grade-level words in written work				
Standard: L.2.2				
Trimester	1	2	3	4
1	Rarely able to apply grade level spelling skills.	Applies some grade level spelling skills in written work.	Applies grade level spelling skills in written work. Occasional errors may occur.	Applies above grade level spelling skills in written work.
2	Rarely able to apply grade level spelling skills.	Applies some grade level spelling skills in written work.	Applies grade level spelling skills in written work. Occasional errors may occur.	Applies above grade level spelling skills in written work.
3	Rarely able to apply grade level spelling skills.	Applies some grade level spelling skills in written work.	Applies grade level spelling skills in written work. Occasional errors may occur.	Applies above grade level spelling skills in written work.



Listening and Speaking

Report Card Indicator: Effectively participates in discussions within a group				
Standards: SL. 2.1				
Trimester	1	2	3	4
1	Rarely participates in group discussions and/or does not follow agreed upon rules of discussion.	Occasionally participates in discussions or may require reminders to follow agreed upon rules of discussion.	Contributes to group discussions (on topic). Follows agreed upon rules of discussion.	Makes frequent contributions to discussions. Follows agreed upon rules of discussion. Asks and answers questions for clarification. Builds on another's point of discussion.
2	Rarely participates in group discussions and/or does not follow agreed upon rules of discussion.	Occasionally participates in discussions or may require reminders to follow agreed upon rules of discussion.	Makes frequent contributions to discussions. Builds on another's point of discussion. Follows agreed upon rules of discussion.	Makes frequent contributions to discussions. Follows agreed upon rules of discussion. Asks and answers questions for clarification. Builds on another's point of discussion.
3	Rarely participates in group discussions and/or does not follow agreed upon rules of discussion.	Occasionally participates in discussions or may require reminders to follow agreed upon rules of discussion.	Makes frequent contributions to discussions. Builds on another's point of discussion. May ask and answer questions for clarification. Follows agreed upon rules of discussion.	Makes frequent contributions to discussions. Follows agreed upon rules of discussion. Asks and answers questions for clarification. Builds on another's point of discussion.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Report Card Indicator: Recounts or describes main ideas and details from texts read aloud				
Standards: SL.2.2, SL.2.3				
Trimester	1	2	3	4
1	Rarely recounts main ideas and key details.	With prompting and support recounts main ideas and key details.	Recounts main ideas and key details.	Recounts main ideas and key details. Asks and answers questions for further clarification.
2	Rarely recounts main ideas and key details.	With prompting and support recounts main ideas and key details. Begins to ask and answer questions for further clarification.	Recounts main ideas and key details. Begins to ask and answer questions for further clarification.	Recounts main ideas and key details. Asks and answers questions for further clarification.
3	Rarely recounts main ideas and key details.	Recounts main ideas and key details. Begins to ask and answer questions for further clarification.	Recounts main ideas and key details. Asks and answers questions for further clarification.	Recounts main ideas and key details. Asks and answers questions for further clarification. Seeks additional information on topic.



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

Report Card Indicator: Presents information with appropriate facts and relevant descriptive details				
Standards: SL. 2. 4				
Trimester	1	2	3	4
1	Has difficulty expressing ideas or facts from a story or an experience.	Requires prompting and support to recount a story or experience with appropriate details and relevant facts.	Recounts a story or experience with appropriate details and relevant facts.	Uses elaboration and relevant details in speaking about experiences to recount an event or story.
2	Has difficulty expressing ideas or facts from a story or an experience.	Requires prompting and support to recount a story or experience with appropriate details and relevant facts.	Recounts a story or experience with appropriate details and relevant facts.	Uses elaboration and relevant details in speaking about experiences to recount an event or story.
3	Has difficulty expressing ideas or facts from a story or an experience.	Requires prompting and support to recount a story or experience with appropriate details and relevant facts.	Recounts a story or experience with appropriate details and relevant facts.	Uses elaboration and relevant details in speaking about experiences to recount an event or story.



MONROE PUBLIC SCHOOLS
 — MONROE, CONNECTICUT —

<i>Report Card Indicator: Describes and expresses complete thoughts, feelings, and ideas clearly</i>				
<i>Standards: SL.2.5, SL.2.6</i>				
Trimester	1	2	3	4
1	<i>Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.</i>	<i>Requires prompting and support to describe and express complete thoughts and feelings appropriately.</i>	<i>Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion.</i>	<i>Describes and expresses thoughts and feelings appropriately. Ideas are clear, engaging, and always relevant to the topics.</i>
2	<i>Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.</i>	<i>Requires prompting and support to describe and express complete thoughts and feelings appropriately.</i>	<i>Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion.</i>	<i>Describes and expresses thoughts and feelings appropriately. Ideas are clear, engaging, and always relevant to the topics.</i>
3	<i>Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.</i>	<i>Requires prompting and support to describe and express complete thoughts and feelings appropriately.</i>	<i>Describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion.</i>	<i>Describes and expresses thoughts and feelings appropriately. Ideas are clear, engaging, and always relevant to the topics.</i>