Colorado Academic Standards - Reading, Writing, and Communicating
Second Grade Proficiency Level Descriptions

Standard: Reading for All Purposes

Grade Level Expectation: Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text
DCSD Progress Report: Applies strategies to fluently read and comprehend fiction

1: Beginning Understanding	2: Meets Some Aspects of GLE	3: Meets GLE	4: Exceeds GLE
Demonstrates very little use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning. Reads text with 93% or less accuracy, little expression; monotone, mostly word-by-word, and little attention to punctuation. Reads some high-frequency words with accuracy and speed. Identifies words that express meaning in poetry.	Demonstrates inconsistent use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning. Reads text with 94% accuracy, some expression that conveys meaning, short phrases; inappropriate pauses and heeds some punctuation. Reads high-frequency words mostly with accuracy and speed. Identifies how word choice can enhance meaning in poetry.	Demonstrates use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences. Summarizes using sequence of events and story elements of texts read or read aloud. Reads text with fluency, 95-98% accuracy, expression reflects mood, pace, and tension at times with longer phrases most of the time, and heeds most punctuation. Reads high-frequency words with accuracy and speed. Identifies how word choice (sensory details, figurative language) enhances meaning in poetry.	Demonstrates consistent use and deep understanding of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct deep meaning and draw inferences. Summarizes using sequence of evens and story elements of texts read or read aloud. Reads text with fluency, 99-100% accuracy, expression that reflects mood, pace, and tension most of the time, consistently longer meaningful phrases, and heeds all punctuation. Reads high-frequency and many unfamiliar words with accuracy and speed. Identifies and explains how word choice enhances meaning in poetry.

Colorado Academic Standards - Reading, Writing, and Communicating

Second Grade Proficiency Level Descriptions

Standard: Reading for All Purposes			
Grade Level Expectation: Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text ***DCSD Progress Report:*** *Applies strategies to fluently read and comprehend non-fiction*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Identifies some features of text and understands that graphic aids provide important facts. Reads text to follow directions and misses many important steps. Identifies main idea in a variety of texts read or read aloud. Reading rate slows down significantly and phrasing is word by word depending on type of text and purpose of reading.	Identifies and uses some common text features to support understanding text and to answer questions. Reads text to follow directions and misses some important steps. Summarizes main idea using details (some relevant and non-relevant) in a variety of texts read or read aloud. Reading rate is in short phrases and struggles according to type of text and purpose for reading.	Identifies and uses common text features (title, captions, bold, key words, table of contents) to support understanding text and to answer questions. Reads text to perform a specific task (such as follow a recipe, play a game). Summarizes the main idea using relevant and significant detail in a variety of texts read or read aloud. Adjusts reading rate according to type of text and purpose for reading.	Identifies features on nonfiction text and uses them consistently for their appropriate purposes. Reads text to perform a specific task. Summarizes and interprets the main idea using relevant and significant details in a variety of texts read or read aloud. Reads in consistently longer phrases and adjusts rate according to type of text and purpose of reading.

Colorado Academic Standards - Reading, Writing, and Communicating
Second Grade Proficiency Level Descriptions

Standard: Reading for All Purposes			
Grade Level Expectation: Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology ***DCSD Progress Report:*** *Decodes words with accuracy (multisyllabic, irregular vowels, affixes)*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Reads few multisyllabic words accurately or fluently. Decodes some simple spelling patterns. Identifies the basic prefix and suffix of a word.	Reads some multisyllabic words accurately and fluently. Decodes simple spelling patterns. Identifies the basic prefix and suffix of a word and attempts to determine the meaning.	Reads multisyllabic words accurately and fluently. Decodes complex spelling patterns (irregular vowel patterns and words, common word endings). Determines how a basic prefix or suffix changes the meaning of the word in context.	Reads unfamiliar multisyllabic words accurately and fluently. Easily decodes complex or unusual spelling patterns. Determines how basic and some complex prefixes and suffixes changes the meaning of the word in context.

Colorado Academic Standards - Reading, Writing, and Communicating
Second Grade Proficiency Level Descriptions

Standard: Writing and Composition			
Grade Level Expectation: Exploring the writing process helps to plan and draft a variety of literary genres ***DCSD Progress Report:*** *Writes a variety of literary genres*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Writes personal narrative or simple stories that somewhat have a beginning, middle and end. Organized ideas using pictures. Writes simple poems. Writes with nouns, verbs, and some adjectives. Uses some knowledge of structure of writing gained through reading and listening to mentor texts. Describes character in story.	Writes personal narratives or simple stories that have a beginning, middle and end. Organizes ideas using pictures or simple graphic organizers. Writes simple poems. Writes with nouns, verbs, and adjectives. Uses some knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts. Develops characters externally.	Writes personal narratives or simple stories that have a clear beginning, middle and end. Organizes ideas using pictures, graphic organizers, or story maps. Writes simple, descriptive poems. Writes with precise nouns, active verbs, and descriptive adjectives. Uses a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts. Develops characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).	Writes personal narratives and complex stories that have a well developed beginning, middle and end. Organizes ideas using pictures, graphic organizers, or story maps. Writes complex, descriptive poems. Writes with precise nouns, active verbs, and descriptive adjectives. Uses a deep knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor text. Develops characters both internally and externally that holds the readers attention.

Colorado Academic Standards - Reading, Writing, and Communicating
Second Grade Proficiency Level Descriptions

Standard: Writing and Composition			
Grade Level Expectation: Exploring the writing process helps to plan and draft a variety of simple informational texts *DCSD Progress Report: Writes a variety of simple informational text*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Writes letters and "how-to's" that somewhat follow a format. Organizes ideas using pictures and lists. Uses some details when responding in writing to questions and texts. States a simple focus when responding to a given question. Identifies transition words in writing.	Writes letters and "how-to's" that follow an appropriate format. Organizes informational texts using main ideas supporting details. Organizes ideas using pictures, graphic organizers or bulleted lists. Uses details when responding in writing to questions and texts. States a focus when responding to a given question, and uses some details from text to support a given focus. Applies transition words to writing.	Writes letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format. Organizes informational texts using main ideas and specific supporting details. Organizes ideas using a variety of pictures, graphic organizers or bulleted lists. Uses relevant details when responding in writing to questions and texts. States a focus when responding to a given question, and uses details from text to support a given focus. Applies appropriate transition words to writing.	Writes letters and "how-to's" that follow a logical order and appropriate format. Organizes informational texts using main ideas and specific supporting details of own thinking and factual information. Organizes ideas using a variety of pictures, graphic organizers or bulleted lists. Uses relevant details and explains why when responding in writing to questions and texts. States a focus when responding to a given question, and uses appropriate details from text to support a given focus. Applies appropriate transition words to writing.

Colorado Academic Standards - Reading, Writing, and Communicating

Second Grade Proficiency Level Descriptions

Standard: Writing and Composition			
Grade Level Expectation: Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing ***DCSD Progress Report:*** *Uses appropriate spelling, capitalization, grammar, and punctuation*			
1: Beginning Understanding	**2: Meets Some Aspects of GLE**	**3: Meets GLE**	**4: Exceeds GLE**
Capitalizes beginnings of sentences. Spells some high-frequency words correctly. Attempts to use letter and sound knowledge to encode words. Writes with nouns and verbs. Attempts to apply accurate subject-verb agreement. Edits for high-frequency words and simple punctuation.	Capitalizes beginnings of sentences and sometimes proper nouns. Spells most high-frequency words correctly. Spells words that follow learned rules and patterns with some accuracy. Writes with nouns, verbs and adjectives. Usually applies accurate subject-verb agreement while writing. Uses consistent sentence beginnings. Edits for high-frequency words, simple punctuation, capitalization and complete sentences.	Uses and applies commas (in a series, in dates, between the name of a town and state, and in the salutation and closing of a letter) and ending punctuation (period, exclamation point, and question mark) correctly. Capitalizes beginnings of sentences and proper nouns (names of days, months, and holidays, the pronoun I and salutation/closing of a letter). Spells high-frequency words correctly. Spells words that follow learned rules and patterns with accuracy. Writes with precise nouns, active verbs, and descriptive adjectives. Applies accurate subject-verb agreement while writing. Varies sentence beginnings. Edits for correct spelling, punctuation, capitalization, grammar, and complete sentences.	Uses and applies commas and ending punctuation correctly. Capitalized beginnings of sentences and proper nouns. Incorporates high-frequency words in writing with consistently accurate spelling. Consistently and accurately uses letter, sound, and word family knowledge to encode words. Writes creatively with precise nouns, active verbs, and descriptive adjectives. Applies accurate subject-verb agreement. Varies sentence beginnings and structure. Consistently edits for spelling, punctuation, capitalization, grammar, and complete sentences.