

Hasbrouck Heights School District

2nd Grade-Benchmarks

WRITING

1) Writes at grade level.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Rarely writing pieces. Generates very few ideas. Does not use prewriting strategies taught. There is a beginning with one or two unrelated details. Uses few basic text features. 	<ul style="list-style-type: none"> Sometimes writes pieces with limited structure. Generates a few ideas from experience. Uses a few prewriting strategies taught. Writing is partially organized with some ideas relevant to the topic. There is a beginning and end with a few details. 	<ul style="list-style-type: none"> Writes with success. Generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination. Uses some prewriting strategies to identify and narrow topic and to plan parts of the writing (lists, 	<ul style="list-style-type: none"> Consistently and independently writes narrative pieces, with great success. Generates and tries out ideas from experience, stories read, informational text, or imagination. Uses prewriting strategies to narrow a topic and to thoroughly plan writing taught.
		<ul style="list-style-type: none"> Uses some simple text features. Some sentences are incomplete or run-on. 	<p>webs, and organizers), as taught.</p> <ul style="list-style-type: none"> Writing is organized; most ideas are relevant to the topic. There is a clear beginning, middle, and end with related details in each part. Uses target text features (title, pictures, captions, author, page numbers). Write in complete sentences. 	<ul style="list-style-type: none"> Writing is organized with ideas that are relevant to and support the topic and purpose. There is a well-developed beginning, middle, and end with many relevant details. Uses above-level text features. Writes complete and complex sentences.

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2) Generates ideas.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable to generate ideas. • Student does not use prewriting strategies taught in units of study. 	<ul style="list-style-type: none"> • Student generates a few ideas from experience. • Student uses a few pre-writing strategies taught in units of study. 	<ul style="list-style-type: none"> • Student generates and tries out ideas for writing from own experiences, stories read, informational text, or imagination. • Student uses some prewriting strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught in units of study. 	<ul style="list-style-type: none"> • Student generates and tries out ideas from experience, stories read, informational text, or imagination. • Student uses pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing taught in units of study.

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3) Develops ideas in an organized manner (beginning, middle, end).

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> ● Most of the student's ideas are not relevant to the topic. ● There is a beginning with one or two unrelated details. ● Student uses few basic text features. ● Student uses many sentence fragments or run-ons. 	<ul style="list-style-type: none"> ● Student's writing is partially organized with some ideas relevant to the topic. ● There is a beginning and end with a few details. ● Student uses some simple text features. ● Some sentences are incomplete or run-on. 	<ul style="list-style-type: none"> ● Student's writing is organized; most ideas are relevant to the topic. ● There is a clear beginning, middle, and end with related details in each part. ● Student uses target text features (title, pictures, captions, author, page numbers). ● Student writes complete sentences. ● Student produces complete declarative, interrogative, imperative, and exclamatory sentences. 	<ul style="list-style-type: none"> ● Student's writing is organized with ideas that are relevant to and support the topic and purpose. ● There is a well-developed beginning, middle, and end with many relevant details. ● Student uses above-level text features. ● Student writes different kinds of complete and complex sentences (declarative, interrogative, imperative, and exclamatory).

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4) Demonstrates stamina during independent writing time.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write independently for 20 minutes.	Student is approaching independent writing stamina of 20 minutes.	Student consistently writes independently for 20 minutes.	Student consistently writes independently for more than 20 minutes.
2nd	Student is unable or rarely able to write independently for 30 minutes.	Student is approaching independent writing stamina of 30 minutes.	Student consistently writes independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.
3rd	Student is unable or rarely able to write independently for 45 minutes.	Student is approaching independent writing stamina for 45 minutes.	Student consistently writes independently for 45 minutes.	Student consistently writes independently for more than 45 minutes.

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5) Uses capitalization and punctuation appropriately.

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I”; • Question marks, periods, exclamation points; • Commas to separate day from year in dates. 	<p>Student is beginning to apply grade level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I”; • Question marks, periods, exclamation points; • Commas to separate day from year in dates. 	<p>Student applies grade-level mechanics of capitalization and punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months when writing dates, holidays, words in a title, “I”; • Question marks, periods, exclamation points; • Commas to separate day from year in dates. 	<p>Student consistently applies above grade-level mechanics of capitalization and punctuation.</p>
2nd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing. 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Commas when listing and in greeting and closings of letters. 	<p>Student consistently applies above grade-level mechanics of capitalization and punctuation.</p>
3rd	<p>Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. 	<p>Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions. 	<p>Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus:</p> <ul style="list-style-type: none"> • Apostrophe in contractions and frequently occurring possessives. 	<p>Student consistently applies above grade-level mechanics of capitalization and punctuation.</p>

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6) Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	Student rarely applies grade-level grammar and usage, including: <ul style="list-style-type: none"> ● Produce complete simple sentences. ● Collective nouns to describe groups. 	Student is beginning to apply grade-level grammar and usage, including: <ul style="list-style-type: none"> ● Produce complete simple sentences. ● Collective nouns to describe groups. 	Student applies grade-level grammar and usage, including: <ul style="list-style-type: none"> ● Produce complete simple sentences. ● Collective nouns to describe groups. 	Student consistently applies above grade-level conventions of grammar and usage.
2nd	Student rarely applies grade-level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> ● Expanding simple sentences ● Compound sentences ● Adjectives, adverbs, and pronouns. 	Student is beginning to apply grade-level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> ● Expanding simple sentences ● Compound sentences ● Adjectives, adverbs, and pronouns. 	Student applies grade-level grammar and usage as listed in the 1 st Trimester, plus: <ul style="list-style-type: none"> ● Expanding simple sentences ● Compound sentences ● Adjectives, adverbs, and pronouns. 	Student consistently applies above grade-level conventions of grammar and usage.
3rd	Student rarely applies grade-level grammar and usage as listed in the 1 st and 2 nd Trimesters, plus: <ul style="list-style-type: none"> ● Frequently occurring, irregular plural nouns to describe multiple things ● Past-tense irregular verbs. 	Student is beginning to apply grade-level grammar and usage as listed in the 1 st and 2 nd Trimesters, plus: <ul style="list-style-type: none"> ● Frequently occurring, irregular plural nouns to describe multiple things ● Past-tense irregular verbs. 	Student applies grade-level grammar and usage as listed in the 1 st and 2 nd Trimesters, plus: <ul style="list-style-type: none"> ● Frequently occurring, irregular plural nouns to describe multiple things ● Past-tense irregular verbs. 	Student consistently applies above grade-level conventions of grammar and usage.

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7) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	Student does not use or edit spelling of grade-level decodable and high-frequency words.	Student rarely uses and edits spelling of grade-level decodable and high-frequency words.	Student uses and edits spelling of many grade-level decodable and high-frequency words.	Student consistently uses and edits spelling of grade-level and above grade-level decodable and high frequency words.

8) Practices revision and editing strategies.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not read or revise his/her own writing. • Student does not reread his/her writing to edit for capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • Student sometimes rereads and revises some of his/her own writing with teacher or partner. • Student adds or deletes a few words. • Student sometimes rereads his/her writing to teacher or parent. • Student sometimes attempts to edit for capitalization and punctuation with a partner or teacher to check and correct spelling. 	<ul style="list-style-type: none"> • Student rereads his/her writing to self, teacher, and writing partner. • Student revises to make writing look and sound better by adding, deleting, and changing some words and details. Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. • Student attempts to edit independently by consulting reference materials to check and correct spelling. 	<ul style="list-style-type: none"> • Student consistently rereads and revises his/her own writing independently and with partners. • Student revises to make it look and sound better by adding, deleting, rearranging, and moving words and sentences. • Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. • Student consistently attempts to edit independently by consulting reference materials to check and correct spelling.

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9) Follows the structure of the writing genre.

Trimester	1	2	3	4
ALL	Student is unable to or rarely able to follow the structure of the writing genre in the current unit of study with success.	Student is sometimes able to follow the structure of the writing genre in the current unit of study with success.	Student is consistently able to follow the structure of the writing genre in the current unit of study with success.	Student is consistently and independently able to follow the structure of the writing genre in the current unit of study with success.

10) Produces neat and legible work.

Trimester	1	2	3	4
ALL	Student does not write legibly.	Student rarely writes legibly.	Student writes legibly.	Student consistently writes legibly.