2nd Grade Reading Expectations

To Meet the Benchmark, 2nd grade students should be <u>instructional</u> at:
Level K in November (independent J)
Level L in March (independent K)
Level M by June (independent L)

AT LEVELS K-M
A CHILD'S READING LEVEL IS DETERMINED BY:
• Is the child reading with acceptable accuracy? No more than 10 errors/100 words.
• The child is timed. At least 55 Words Per Minute Meets the Benchmark for Level K. At least 65 Words Per Minute Meets the Benchmark for Level L. At least 70 Words Per Minute for Meets the Benchmark for Level M.
• Is the child reading with expression that reflects the mood, pace, and tension of the text?
• Does the child read in longer phrases, and heed punctuation?
• After reading the first few paragraphs, can the child make 3 thoughtful predictions of what might happen in the text without peeking ahead at pictures?
• After reading, and with the book closed, the child does a retelling. Is he/she referring to the characters by name and including all of the important details from the beginning, middle, end in sequence?
• Does the child use the important language and vocabulary from the text?
• Can the child retell the story on his/her own without prompts or questions?
• The child has to tell the author's message ~ what is the author teaching us? The child must support this with text details.
• The child must determine the most important event in the story and why, giving an opinion that reflects higher level thinking.
• If it is nonfiction, can the child quickly locate and use the nonfiction text features to answer questions? (timelines, maps, table of contents, glossary, captions, charts, etc.)
Your child will be asked about types of books he/she likes to read, to tell about a favorite book, and to tell how he/she chooses a book to read. There will also be a survey given asking the child: What books have you finished lately? What are you reading at school now? What are you reading at home

now? What are 3 things you do well as a reader?   What are 3 things you need to work on to become a better reader?

***When you read at home with your child, it is important to have your child figure out unknown words on his/her own by:

a. Look at the picture b. Sound it out c. Skip it, read on, go back

d. Look for familiar chunks in the word, for example in "wagon" there's "ag" as in "bag" and the chunk "on" e. Always ask self "does that look right, sound right, make sense?"

 What Does An ADVANCED 2nd Grader Look Like While Applying Strategies?

Making Connections/Prior Knowledge	Links background knowledge and examples from the text to enhance comprehension and/or interpretation
Questioning	Asks and answers different types of questions; and finds evidence in the text to support questions and answers
Visualizing/Sensory Imagery	Demonstrates multi-sensory images that extend and enrich the text; demonstration may be through any modality or medium
Determining Importance	Identifies at least one key idea, theme, or concept linking it to the overall meaning of the text. Uses supporting details from the text to clearly explain why it is important
Monitoring Comprehension	When stuck, identifies difficulties, articulates need to solve the problem and identifies the appropriate strategy to solve the problem, such as using meaning, visual, or structural cues

Predicting/Inferring	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs
Retelling/Summarizing/Synthesizing	Retells elements of the text in logical sequence with some extension to overall theme, message, or background knowledge, refers to characters by specific name, and uses vocabulary from text

Araujo, Judith E., M.Ed., CAGS. "Expectations By Grade Level." *Mrs. Judy Araujo, Reading Specialist.* N.p., 4 May 2012. Web. Spring 2012. <http://www.mrsjudyaraujo.com/expectations-by-grade-level/>.

GENERAL INFORMATION!

- *No more than 10 errors per 100 words, including words that you had to tell your child, is acceptable. Child must also demonstrate comprehension. This would be considered the **Instructional** level. 94% accuracy and above is the Independent level ~ your child can read and comprehend without any instruction. (Another words, 6 errors or less per 100 words.)*

- *Comprehension with the book closed is critical! Grades K and 1 should retell the story, make a connection to his/her life or another book, tell favorite part and why. Grades 2 and up should retell, tell the lesson that the author is teaching, tell the most important event and why.*

- *Once your child gets to Level I (end of grade one), speed (words per minute) is important! Calculate that as follows!*

Words Per Minute By Month/Grade/Level

To calculate WPM:

___words in the book divided by ___SECONDS it took to read X 60 = __WPM

For example, say there were 207 words in a book. The child read it in 3 min. 25 seconds, which is 205 seconds. 207 divided by 205 is approximately 1.0 words per second x 60 = 60 WPM!

April/May Grade 1	Level I	40 wpm
June Grade 1	Level J	45 wpm
November Grade 2	Level K	55 wpm
March Grade 2	Level L	65 wpm
June Grade 2	Level M	70 wpm
November Grade 3	Level N	75 wpm
March Grade 3	Level O	80 wpm
June Grade 3	Level P	80 wpm
November Grade 4	Level Q	90 wpm
March Grade 4	Level R	105 wpm Fic./100 wpm nonfiction
June Grade 4	Level S	105 wpm Fic./100 wpm nonfiction
November Grade 5	Level T	105 wpm Fic./100 wpm nonfiction
March Grade 5	Level U	115 wpm Fic./110 wpm nonfiction
June Grade 5	Level V	115 wpm Fic./110 wpm nonfiction

These expectations come from the Developmental Reading Assessment 2 by Joetta Beaver, 2006.