

Second Grade Quarterly Benchmarks – Informative

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Process (with guidance and support)	<p>Uses an organized plan to include Introduction/Body/ Conclusion (topic, facts or details, closure)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds on or deletes from piece individually or collaboratively</p> <p>Evidence of proofreading for spelling, punctuation and grammar</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds, substitutes, or deletes from piece individually or collaboratively</p> <p>Evidence of proofreading for spelling, punctuation and grammar</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds, substitutes, or deletes from piece individually or collaboratively</p> <p>Evidence of proofreading for spelling, punctuation, grammar and usage</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds, substitutes, or deletes from piece individually or collaboratively</p> <p>Expands and rearranges sentence structures</p> <p>Evidence of proofreading for spelling, punctuation, grammar and usage</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>
Surface Features/Conventions	<p>8–10 sentences in length</p> <p>Uses knowledge of more complex letter/sound relationships</p> <p>Contains correctly spelled “Green Card” words and environmental print</p> <p>Uses a variety of ending punctuation</p> <p>Capitalizes beginning of sentences, pronoun “I” and proper nouns</p>	<p>Begins to format informational piece</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of ending punctuation</p>	<p>Formats piece with a variety of techniques (e.g. indenting, numbering, bulleted list)</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes and commas</p>	<p>Formats piece with a variety of techniques</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes, commas and quotation marks</p>
Content	<p>Writing is sequential and matched to plan</p> <p>Topic is introduced</p> <p>Writes detailed factual information relevant to the topic</p> <p>Uses transition words</p> <p>Contains evidence based accurate description</p> <p>Provides a sense of closure</p> <p>May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List</p> <p>Contains concise title</p>	<p>Writing is logically sequenced within intro, body, conclusion</p> <p>Contains introductory statements</p> <p>Writes detailed factual information relevant to the topic</p> <p>Uses transition words</p> <p>Contains evidence based accurate description with domain specific vocabulary</p> <p>Begins to use varied sentence structures (simple and compound)</p> <p>Provides a sense of closure</p> <p>May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List *Bold face print</p> <p>Contains concise title</p>	<p>Writing is logically sequenced within intro, body, conclusion</p> <p>Contains introductory statements that engage the reader</p> <p>Writes detailed factual information relevant to the topic</p> <p>Uses transition words</p> <p>Contains evidence based accurate description with domain specific vocabulary</p> <p>Uses varied sentence structures</p> <p>Provides a concluding statement</p> <p>May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List *Bold face print *Captions</p> <p>Contains concise title</p>	<p>Writing is logically sequenced within intro, body, conclusion</p> <p>Contains introductory statements that engage the reader</p> <p>Writes detailed factual information relevant to the topic</p> <p>Uses transition words</p> <p>Contains evidence based accurate description with domain specific vocabulary</p> <p>Uses varied sentence structures</p> <p>Begins to cite source(s) when appropriate to the piece</p> <p>Provides a concluding statement from a menu of closing techniques (e.g. summary, quote, image, question)</p> <p>Writes in third person</p> <p>May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List *Bold face print *Captions</p> <p>Contains concise title</p>