

Grade 2 CCR Benchmark Tests

Key: U = Unit; I = Item; CR1 = first Constructed Response item in a test; CR2 = second Constructed Response item in a test; ER = Extended Response; EOY = End of Year

Examples: U3I1 = Unit 3, Item 1; U5ER = Unit 5, Extended Response; EOYI12 = End of Year, Item 12; U6CR1 = Unit 6, first Constructed Response item in the test

Grade 2 CCSS	Coverage (Unit/Item)
Literature 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	U2I1; U2I3; U2I7; U2I8; U2I9; U5I7; U5I8; U5I9; U5ER; EOYI7; EOYI8; EOYI9
Literature 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	U2I8; U5I9; EOYI8
Literature 3. Describe how characters in a story respond to major events and challenges.	U2I2; U2I7; U2I9; EOYI7
Literature 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	U2I10;
Literature 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	EOYI9
Literature 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
Literature 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	U2I1; U2I2; U2I3; U5I8
Literature 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	U2 Extended Response
Literature 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA

complexity band proficiently, with scaffolding as needed at the high end of the range.	according to EOY/PBA Common Form Specifications.
Informational Text 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	U1I2; U1I3; U1I7; U1CR; U3I1; U3I2; U3I7; U3I9; U4I1; U4I2; U4I3; U4I7; U4I8; U4I9; U4CR; U5I1; U5I2; U5I3; U5CR; U5ER; U6I1; U6I2; U6I7; U6I8; U6I9; U6CR; U6ER; EOYI1; EOYI2; EOYI3; EOYCR; EOYER
Informational Text 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	U1I1; U1I7; U3I8; U4I9; U5I2; EOYI2
Informational Text 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	U1ER; U4I8; U4CR; U4ER
Informational Text 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i>	U1I4; U1I5; U1I6; U1I10; U1I11; U1I12; U3I4; U3I5; U3I6; U3I11; U3I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I10; U5I11; U5I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6
Informational Text 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.	Covered in the Grade 2 Weekly Tests (U1W5I2, U1W5I5, U1W5I6; U4W2I3, U4W2I6; U6W4I3, U6W4I5)
Informational Text 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	U3I3; U6I3
Informational Text 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Covered in the Grade 2 Weekly Tests (U6W3I14, U6W3I15)
Informational Text 8. Describe how reasons support specific points the author makes in a text.	U4I7; EOYI1; EOYI3
Informational Text 9. Compare and contrast the most important points presented by two texts on the same topic.	U2ER
Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
Writing 1. Write opinion pieces in which they introduce the topic or book they are	U1CR; U2CR; U3CR; U6CR; U6ER

writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	
Writing 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	U1CR; U1ER; U2CR; U2ER; U3CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; EOYCR; EOYER
Writing 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	U4ER; EOYCR
Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	The writing process covered in instruction. Students apply their knowledge of the writing process within Constructed and Extended Response questions.
Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Completing these assessments online will meet the requirement of keyboarding. However, these assessments can be completed using paper and pencil.
Writing 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Due to the length of time and resources needed to complete research, we suggest using the research opportunities within Reading Street or the Assessment Handbook for guidance.
Writing 8. Recall information from experiences or gather information from provided sources to answer a question.	EOYCR; EOYER
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER
Language 1.a. Use collective nouns (e.g., <i>group</i>).	Covered within standard L.1 U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER
Language 1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Covered within standard L.1 U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER
Language 1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Covered within standard L.1 U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER
Language 1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Covered within standard L.1 U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER
Language 1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Covered within standard L.1 U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER

Language 1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	Covered within standard L.1 U1CR; U1ER; U2CR; U2ER; U3ER; U4ER; U5ER; U6ER; EOYER
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	U1CR; U1ER; U2CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; U6ER; EOYER
Language 2.a. Capitalize holidays, product names, and geographic names.	Covered within standard L.2 U1CR; U1ER; U2CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; U6ER; EOYER
Language 2.b. Use commas in greetings and closings of letters.	Covered within standard L.2 U1CR; U1ER; U2CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; U6ER; EOYER
Language 2.c. Use an apostrophe to form contractions and frequently occurring possessives.	Covered within standard L.2 U1CR; U1ER; U2CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; U6ER; EOYER
Language 2.d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	Covered within standard L.2 U1CR; U1ER; U2CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; U6ER; EOYER
Language 2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Covered within standard L.2 U1CR; U1ER; U2CR; U3ER; U4CR; U4ER; U5CR; U5ER; U6CR; U6ER; EOYER
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher’s Manual).
Language 3.a. Compare formal and informal uses of English.	Covered by writing prompts. Language and vocabulary, conventions are rubric categories (see rubric in the Teacher’s Manual).
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	U2I11; U2I12; U3I10; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U5I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11; EOYI12
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	U1I4; U1I6; U1I10; U1I11; U1I12; U2I5; U2I6; U2I10; U2I11; U2I12; U3I10; U3I11; U3I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U5I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI10; EOYI11
Language 4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	Covered within standard L.4 U2I11; U2I12; U3I10; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U5I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11; EOYI12

Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Covered within standard L.4 U2I11; U2I12; U3I10; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U5I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11; EOYI12
Language 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	U5I6
Language 4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Covered within standard L.4 U2I11; U2I12; U3I10; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U5I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11; EOYI12
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	U2I4; U2I5; U2I6; U2I12; U3I5; U3I6; EOYI12
Language 5.a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).	Covered within standard L.5 U2I4; U2I5; U2I6; U2I12; U3I5; U3I6; EOYI12
Language 5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Covered within standard L.5 U2I4; U2I5; U2I6; U2I12; U3I5; U3I6; EOYI12
Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Covered by writing prompts. See rubric in the Teacher’s Manual: “vocabulary is topic-specific and used correctly.”

NOTE:

Foundational Skills Standards are not measured by the Grade 3 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.

Speaking and Listening Standards are not measured by the Grade 3 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.